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ABSTRACT

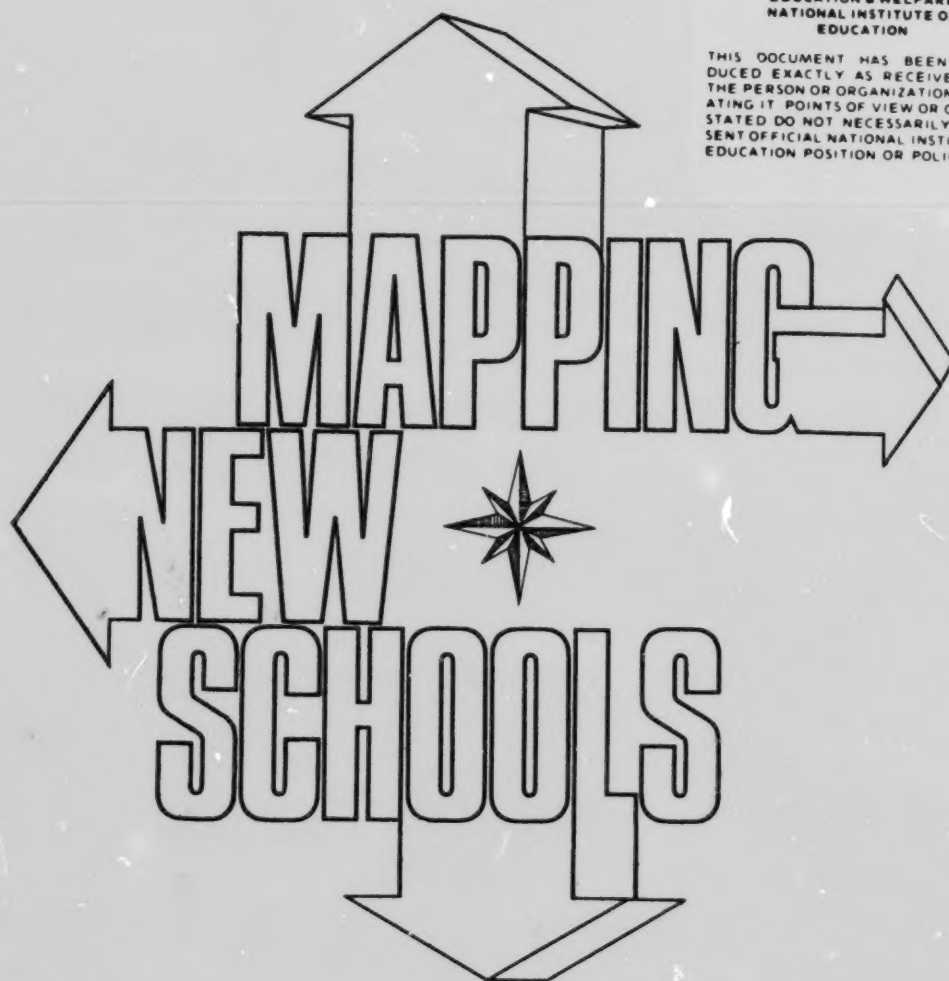
This guide, the second of four, is intended for persons involved in planning new schools or new programs; that is, comprehensive change projects, especially those that have a new, innovative thrust and where past practice cannot be easily relied on. The guide examines means by which to clarify goals and methods of designing social systems before it focuses on the particular issues of new school design. The material is organized in three modules that deal with these issues. Case study illustrations are included in each module along with a number of exercises for the planning group members to help them formulate their ideas and proceed with the planning. (Author/MLP)

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2: DESIGNING YOUR SCHOOL

EA 011 513

part 2 in a series of four
new-school planning guides



2: DESIGNING YOUR SCHOOL

by Beverly Loy Taylor
Center for Policy Research
New York City

This volume is a portion of the Final Report, Grant NIE-G-74-0051, "Designing and Starting Innovative Schools: A Field Study of Social Architecture in Education," Matthew B. Miles, Principal Investigator. The Final Report contains the following parts:

PART I: INTRODUCTION

Executive Summary
New Schools as a Strategy for Educational Improvement
Planning and Implementing New Schools: A General Framework

PART II: RESEARCH METHODS

Project Overview
Research Methods
Appendices

PART III: CASE STUDIES

Westgate Schools: A Case Study of Two Open-space Elementary Schools
Change and Conflict: Educational Innovation in Community Context
Innovation in Lakeport
College High School: A Planning Case Study
The Founding of Julius Appelbaum High School
Arts Coop: An Experimental High School Program

PART IV: CONCLUSIONS

Reflections on the Case Studies
Implications and Advice

PART V: MAPPING NEW SCHOOLS--A SERIES OF FOUR NEW-SCHOOL PLANNING GUIDES

Guide 1: Setting the Stage for Planning
Guide 2: Designing Your School
Guide 3: Mapping Your School's Environment
Guide 4: Making Your School Work

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FOREWORD

This foreword is not, like most forewords, a blessing, an overture to a musical, or an advertising blurb. Instead, it's a reflection on the basic problem for which these guides are a solution, and some history of how they were produced.

There are many paths to school improvement. All of them work to some extent, and all of them fall far short of their users' hopes. In the early 1960's there was much emphasis on the adoption of specific educational innovations, from PSSC physics to team teaching (Miles, 1964). Much energy has been spent for decades on role-shaping strategies, including pre-service and in-service training (Rubin, 1971). The planned change language of the later 1960's and early 1970's favored "self-renewal and organization development", a strategy based on the idea that educational systems as a whole need to become healthier, with stronger problem-solving capacities.

All of these strategies proved less than effective. New curriculum content somehow did little to change the basic conditions of life and learning in schools; pre-service work was disconnected from the realities of schools and in-service training was feeble; organization development has diffused very slowly (Miles, Fullan and Taylor, 1978).

Another strategy which began to see heavy use in the late 60's was the creation of complete new schools, an approach which let innovators "start from scratch" to build productive educational environments, supposedly freed of the constraints of the established system. Alternative schools flowered; educational "options" became popular; there were hopes for voucher plans; new physical plant was still frequently being built.

It may come as a surprise to many readers that the new-school strategy is still very much in active use in the late 70's. Examples:

- Exactly because of enrollment decline, many school districts are exploring innovative program uses for underused physical plant.
- A recent estimate (Bass, 1978) is that 25 percent of American school districts have created "alternative" programs to enable a wider range of choice.
- Private schools, not including parochial schools, have experienced a 51 percent increase in enrollment since 1971 (Cooper, 1977); new private schools are not rare.
- The National Alternative Schools Program (Flaxman and Homstead, 1978) identified over 1,300 specific alternative schools and programs (both elementary and secondary) sited in public school districts.

- New public schools are being vigorously built in areas where population is expanding, notably the Sunbelt.
- Much physical plant built in the last three decades is badly in need of modernization: where renovated or new facilities are being created, the opportunity to create new programs is present.
- Open-space plans are both economical and philosophically attractive, and have become increasingly popular. But the flexibility and team planning they permit usually mean that a substantially new type of school is being created.

So, new schools, usually with innovative or alternative-like intentions, are much more pervasive than one might expect.*

But the new-school strategy, though it is attractive in its simplicity (start from scratch, make it new, escape the constraints of the old) has many pitfalls. Many new schools rapidly become rigidified, and slip toward carbon copies of the old ones they were supposed to be "alternatives" to. Others lack a coherent overall vision; their disjointed parts add up to little that is new. Even where a clear and innovative vision exists, there are many slips between the ideal and the real (Gross et al, 1971; Smith and Keith, 1971). Staffs of new schools run into unanticipated conflicts among themselves, or find that the district's bureaucratic procedures, or the parents' skeptical opposition, are creating severe problems. Often the original hopes for the school are drastically revised or even abandoned, and loss of staff and dollar resources occurs. Though the new-school strategy can be strikingly successful, it is by no means easy or simple to bring off.

The educational literature of the past two decades contains very little solid knowledge about the problems of planning and implementing new schools. And there is almost no practical help available for the many school districts where the strategy is in use. Even the better textbooks on school planning (for example, Castaldi, 1977) spend most of their pages on the efforts needed to plan the physical facility -- and very little on what it takes to develop a program and a working social system for the new school. Matters such as governance, communication mechanisms, school climate, and problem-solving methods are either taken for granted or left to "emerge." But the social system of the new school needs "architects" just as much as the physical building does. It too must be

* Note that the first pronouncement of Ernest Boyer, when he was appointed U.S. Commissioner of Education in 1977, stressed flexibility, variety, and the development of alternative approaches:

There is an urgent need for more variety in our approaches to the upper grades. The school is the only institution in America where we take the entire population and assume that everyone will perform in the same way for an extended period of time.

designed and built. In a real sense, the "social architecture" determines, far more than the physical setting, just what life in the new school will be like.

These needs for better knowledge and practice in the new-schools domain led us in 1974 to develop the Project on Social Architecture in Education, a four-year effort supported by the National Institute of Education, and by Teacher Corps.

The Project began with intensive interviews with school planners and consultants to retrieve the "state of the art," then moved to intensive study of six new innovative public schools for a two-and-a-half year period. Through detailed documentation of planning -- and actual implementation -- along with interview and questionnaire data, we studied such questions as:

- What processes are involved along the way from initial vision, design, staffing, start-up, and development into a stable system?
- To what degree do these schools achieve their innovative intent?
- What accounts for their success -- or lack of it? What linkages can be traced between early planning and the later implementation process?
- How can the planning and implementation process best be facilitated and aided?

We began to understand more clearly such matters as the importance of a coherent "plan for planning"; how people go about the actual design of the new school; what the political issues in district and community look like; and what it takes to bring the vision of a new school into functioning reality.

From the beginning of the project, we were committed to active dissemination of our findings. We knew that our detailed case studies, or a technical research report, would probably not be of much help to those creating new schools. Special learning materials would be needed.

During the second year of the project, we hired a materials development specialist, Dr. Beverly Loy Taylor. She worked in parallel with the research team, reading their field reports and drafts of case studies, and isolating the key issues around which learning materials should be built. Her persistent questioning was a strong support for clearer conceptualization of these issues, and a work conference she and the research team staged on experimental designs for learning materials was very fruitful. Over the next months, she created materials with a direct and practical "user" orientation. Beverly's work was a strong and lively alternative to the usual "dissemination" strategy of sending out a research report to a largely uninterested audience. And the need to make sense and be helpful to the creators of new schools aided the research effort substantially as it proceeded.

These four guides are the result. They have already gone through two revisions after staff and field feedback, and we think they will be useful to anyone who is contemplating, or is actually in the process of, creating a new school program.

The materials do not require that a new building be the setting. They can be helpful to anyone whose mission is to create a whole, new program, such as an alternative, an "option," a newly opened building, or a radically redesigned school setting. The problems of creating whole programs are, we think, different in important respects from changing a part, such as a textbook, a schedule, or a new course. These guides are thus designed for comprehensive change projects -- especially those which have a new, innovative thrust, and where past practice cannot be easily relied on.

I cannot resist the impulse to mention the energy, creativity and care which Beverly has brought to this project. Our work over the past three years has been a strong and satisfying colleagueship; that is perhaps expectable, but in any case is a very pleasing bonus beyond the pleasure I feel in seeing these guides. I predict they will be extremely useful to those who are faced with the joys and pains of creating new schools.

--Matthew B. Miles

New York City
December 1978

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ABOUT THESE GUIDES

These guides are intended to help people who are planning or implementing new schools. Undertaking such a project requires a rather specialized set of concepts and skills, which are usually outside of the normal experience of most educators and administrators, who are more accustomed to performance and practice than to planning as such.

We should say at the outset that these materials are not aimed at the specific, substantive tasks of new schools, such as selecting curriculum or designing a needs assessment. Rather, these guides focus on the planning process itself and deal with such questions as: What is good planning? Who should be involved? What skills do planners need? How can needed support be obtained to make the plans effective? We call these questions of "meta-planning," or ways of thinking about and organizing the planning process. They are a plan for planning. Meta-planning, we recognize, is an impossible jargon term, but it nevertheless conveys the notion of an overall plan for planning, an approach to the task of planning. Thus, a good meta-plan will greatly facilitate the plans for specific, substantive tasks, such as designing a needs assessment.

It is usually the case that planning and implementing a new school take considerable time, sometimes several years. The tasks usually associated with such an effort include:

- Determining goals for the school
- Developing a vision or rough sketch of what the school will be like
- Designing its organizational structure and "peopling" that structure
- Ensuring a continual supply of adequate financial resources and environmental support to keep the school going
- Using knowledge and expertise to improve the school
- Linking the plans to the implementation of the school
- Mapping strategies for troubleshooting and renewing the school after it begins operation

The broad range of these tasks and the enormous amount of time required to complete them point to the need for an overall strategy. A plan for planning will take account of all of these tasks and provide continuity through time and the inevitable shifting of the planning/implementation group members.

These materials are designed to acquaint you with these tasks and to help you plan an overall, broad-brush strategy for accomplishing them.

Hence, GUIDE 1: SETTING THE STAGE FOR PLANNING, helps orient the reader to the planning enterprise: after dealing with such issues as the composition of the planning group and planning skills, it sets out the primary meta-planning tasks for a new school.

GUIDE 2: DESIGNING YOUR SCHOOL then examines means by which to clarify goals and methods of designing social systems before it focuses on the particular issues of new-school design.

GUIDE 3: MAPPING YOUR SCHOOL'S ENVIRONMENT looks at the political side of planning new schools by examining the interface between the new-school planners/implementers and their environment (district, community) and then offers a number of strategies and tactics for dealing effectively with that environment.

Finally, GUIDE 4: MAKING YOUR SCHOOL WORK, focuses on the linkage between the plan and the actual implementation of the new school, on means for staffing the new school, and on troubleshooting and renewing the new school after start-up.

For all of these guides, new-school planners and implementers have provided the context, and wherever possible, our points are illustrated with concrete examples drawn from the experiences of actual new-school planners and implementers.

It would be wonderful to be able to provide every new-school planner or implementer with a detailed, step-by-step program of action: the answers on exactly what, when, and how to do it.

Such answers do not exist. No two situations are so alike as to invite close comparison and a recipe for action. What does exist are some general approaches and strategies that have been used more or less successfully by other planners and implementers. We hope they serve you well.

HOW TO USE THESE GUIDES

These materials are based on in-depth studies of six new-school planning efforts and they draw heavily upon that case data as well as from other experiences and work of staff members, consultants, writers and researchers.

The guides consist of readings to be done individually and exercises to be done individually and/or with a group. These exercises are open-ended and self-analyzing, rather than prescriptive with fixed answers. Since there is considerable reading as well as a number of exercises that call for writing in the guide, it is recommended that each member of the planning group have his or her own copy.

The materials can be used on your own, if you wish, without a consultant's help. The following features facilitate easy use of the guides:

- **MODULARISM**

The materials in each guide are divided into separate modules that may be used independently of one another. While there is a natural flow from one section to the next, it is not necessary to begin at the

front and go all of the way through to the end. Instead, we hope that the user will pick those sections that are most appropriate or relevant to the situation at hand and turn directly to them as needed.

The first page of each module lists at the top those questions dealt with in that module. Then, the sections of the module repeat those questions as headings for the topics being developed. The user would do well to read those questions first and then skim the sections that follow. This will permit a decision on whether a particular module is an important area to be used.

Once a decision has been made to use a module, we recommend that you do the reading before meeting with your group so that you will have a basis for discussion and for completing group exercises. Write notes to yourself in the margins or on the blank pages to spur your memory when you meet with your group.

Note that while the material is divided into modules by subject, we have not hesitated to introduce and discuss in one section issues or ideas that are treated more fully in another. The user will always be referred to other sections that deal with a similar topic, but we have allowed a limited amount of repetition for the sake of continuity within sections. That is to say, we have assumed it would be more convenient for each section to be usable relatively independently of the others, without the need for the user having constantly to skip to other sections or guides to pick up relevant points.

• EXERCISES

The exercises in these guides are activities designed to provide users with some practical task to do that is related to the preceding discussion. The exercises are printed on colored pages so that they can be easily found and, in addition, are marked with a "DO" symbol to indicate that something is to be done rather than simply read. The activities are also accompanied by an estimate of the time needed for their completion, which appears in parentheses on the right side of the page. These time estimates are loose and will vary according to individual characteristics of the users.

These exercises can be done by an individual, by two or three people working together, or by a small- to medium-sized group.

Many exercises are accompanied by the suggestion that one's responses be compared and discussed with others in the group. Such discussion offers an expansion of the value of the activity; it is not absolutely necessary in most cases for an individual using the materials to seek out others for this purpose.

When a group does use the materials, we suggest that a facilitator be appointed to keep things moving along. This function could be fulfilled by one person throughout or by a rotation among your members.

Exercises are announced and their intent is explained on the pages preceding them.

Finally, we have tried to leave some blank pages here and there throughout the guides to encourage their use as workbooks. We hope that you will write freely on the blank pages, in the spaces provided in some of the exercises, and in the margins of the text. Plenty of ideas will occur to you as you use these materials. We hope that you will write them down as they occur and turn these guides into your books.

- ITALICS AND BOXES

Case study illustrations have been printed in italics and been boxed to highlight them for your easy retrieval when you remember an example particularly relevant to your own situation but can't quite remember where you read it.

Most of these illustrations were drawn from other parts of this Final Report. See page ii for a complete listing of them.

- RESOURCES

The last section of each guide is a Resources piece which lists all references used in the text (most have been footnoted as well).

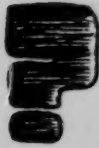
In addition, we have included what we think are useful listings that might be of help or further information to readers wishing to get deeper into a topic.

These resources represent a selection of those that we have found to be particularly helpful. We offer them to you in the hope that some will provide some help in your work.

Introduction For Starters



INTRODUCTION: FOR STARTERS



WHAT ARE SOME IMPORTANT QUESTIONS OF DESIGNING A NEW SCHOOL?

Planning a new school or redesigning one substantially is quite different from helping an old one function better. Consider that in planning a new or redesigned school you are creating a new system: It will be a system with boundaries, goals and objectives, resources, clients, staff to perform certain functions, governance and decision-making procedures, maintenance mechanisms, and links with its environment.

Someone has asked you to create a new school. Your job description now includes inventing. The stakes are higher now: There is greater opportunity for success (or failure). Creating this new system will involve:

- Envisioning it
- Planning it
- Assembling it
- Implementing it

These materials are concerned with the first task: Envisioning the new system. As you work through these pages, you will be answering two basic questions:

- Where do you want your school to go? (goal clarification)
- What do you want your school to be? (system design)

You will be working individually at some times in order to bring strong ideas to the other members of your planning group when you work together.

The two overarching aims for your working with the materials in this guide are to:

- 1 Participate in shared development of the image of the new school which embodies core goals that are highly owned by the planning group.
- 2 Test this shared image of the new school with the external environment and revise if needed.

In the process, you will:

- 1 State your own goals for the school concisely.
- 2 Use procedures for clarifying and ranking your goals.
- 3 Broaden your knowledge base on the properties of socio-technical systems.
- 4 Given your set of goals, construct a design for a system, and evaluate its workability before putting it into action.
- 5 Given your set of goals, construct a "peopling" design for a system, and evaluate its workability before putting it into action.

► IDEAS ABOUT GOALS AND DESIGN

In the creation of a new school, goals assume a great deal of importance. How clear they are, who owns them, how much of a shared vision they represent, how well they fit with the underlying philosophy and the image of the school, how realistic they are -- all of these issues affect the direction and potency of the planning effort.

The primary task of creating a new reality from a set of plans brings with it the steady problem of maintaining the vision and goals while building a system that is congruent with that vision. Considerable interaction between the goals and the state of the system needs to occur if any resemblance to one another is to result.

The organizational design of the system follows from the philosophy, goals, and vision of the school. There should be a good fit between the vision and the design. This organizational design should have a technical (curriculum, organization for instruction, etc.) as well as a social (decision making, interpersonal relations, reward system, etc.) side to it.

Often technical matters command more attention from educational planners than do the social ones, perhaps because they are more familiar and there is less uncertainty attached to them. But more than one school has stumbled because of insufficient attention to its social design.

Designing and peopling a new school do not have to be rote, cookie-cutter chores. Think of your philosophy, goals, and vision of the school as working together in a congruent way. They establish the form and function of your new school. They set the boundaries and provide the unique flavor that will belong to the new school. The identity and integrity of the original vision need not be lost in the name of flexibility or adaptiveness to new ideas.

The organizational and peopling designs that you eventually settle upon will need some testing in reality. How do others with a stake in the new school respond to your design work? If these stakeholders are to support the new school, their acceptance of its design will be critical.

This planning guide will deal with issues in:

- Clarifying goals
- Social system design
- School design

Each of these major issues is discussed in the following pages. If you believe that you already have good ideas in an area, skip that section and move on to the next.

Before you start: Designing and peopling a new school is an act of creativity. There is no one correct answer to any of the many, many questions that you will encounter. There are, instead, many right answers, and these right answers will change as the situation changes. Expect that change and revel in it. Take it a step further and provide a means for change to take place in your new school.



Module 1

Clarifying Goals



CLARIFYING GOALS

1



WHAT ARE OUR MANDATED GOALS?
WHAT TYPES OF GOALS ARE WE WORKING WITH?
HOW CAN WE CLARIFY GOALS?
WHAT'S INVOLVED IN SETTING PRIORITIES?
WHAT ABOUT CHANGING GOALS OVER TIME?

Creating a new school design is a complex and challenging task. Its two requirements of being creative as well as practical can make one feel like a rubber ball bouncing from one extreme to the other. The trick is to achieve a balance of the two. In addition, planning for the future is rife with uncertainty.

Facing such complexity and uncertainty throughout the entire planning process, not just the design phase, planners must make decisions carefully, using as much information as is available, and stand behind those decisions. Without commitment to their decisions, planners can easily forget that they made them, set them aside, re-make them over and over.

One researcher reported this impression of the group that was planning a new high school:

The group rarely takes a vote. They also rarely reach consensus and almost never do they reach a consensus explicitly. The usual procedure is to let things drift. Hence, it often occurs that one person thinks something has been settled and then the issue is raised again as if it had never been discussed.

For a decision to be accepted and owned, it must:

- Be of sufficiently high quality (technically sound)
- Have been discussed actively and passionately
- Have been brought to a vote or consensus-reaching mechanism and passed

All three qualities must describe a decision if it is to be a real decision that will be implemented.

In describing another planning group, whose main intent appeared to be developing internal involvement and ownership of the products, the researcher cites the group's approach to brainstorming:

[After they've brainstormed,] there usually is no critical discussion of the ideas, only suggestions on wording. It seems that one intended benefit of this work procedure is to create a sense of ownership of the products. Some ownership is created, in the sense that everyone has input, but there is no conflict or fighting over ideas, which if constructive, would create considerably more investment in the product.

Products (they could be goals, values, designs, decisions, strategies) are more apt to be highly owned by everyone in the group if they come into existence through:

- Expression of many individuals' ideas (both from inside and outside of the group)
- Conflict and lively discussion of those ideas by everyone in the group
- Group decisions that are defended by everyone in the group

People own decisions that they have been involved in making from the outset. Building commitment and ownership is a process that starts at the beginning of your venture and continues throughout.

The deliberate building of a collective sense of purpose to which everyone in the group is committed is better than seeking the common denominator for everyone to cling to.

As you work through these pages on clarifying goals, keep these ideas about ownership in mind and try to incorporate them in your group efforts. The main focus in this module is for you to get a reasonably good handle on your goals, rank them fairly accurately, and distinguish different categories of goals -- all without getting too obsessive about it all.

Exercise _____

On the next page is a short warm-up exercise called "A DAY IN OCTOBER." It is intended to give you the opportunity to fantasize what you think would be an ideal day at the new school that you are planning.

Relax and let your imagination run free. Read the directions, sketch your ideal day, and then share your image with others in your group. You will want to keep this discussion short, so it may be helpful to appoint a facilitator to keep track of time.



A DAY IN OCTOBER

(25-45 min)

Imagine that it is a day in October. Your school has opened and everything is going very well, even according to plan. You look around and are enormously pleased and excited.

What's it like? Describe what you see happening. What does it look like? What kind of art is on the walls? Are students teaching some classes? Are students and teachers meeting to discuss rules? What is the principal doing? Is the school a lighthouse for training teachers in team teaching methods? Is it noisy? Quiet?

Take a few minutes to sketch your day in October at the school. Start the day before school opens in the morning; continue through 8:57, 11:38 a.m., then 12:01, 1:27, and after school closes for the day. Write down or draw as many things as you can. Remember to be an optimist. This will be your school. When it is going well, what will it be like?

USE THE SPACE BELOW AND ON THE NEXT PAGE.

EXERCISE 1

(CONTINUED)

Share your October day with others in your group. Discuss briefly:

- The main hopes expressed by your images
- The similarities and differences in your images
- The probability of realizing your images, and why

Keep discussion short. You only want to get a general sense of your own and others' global images of your new school.



WHAT ARE OUR MANDATED GOALS?

If your group has a legitimate power to act, it will be able to proceed with planning, making decisions that stick, and spending money. Note the difficulty encountered by one planning group:

The group planning College High School contained representatives from the local school district bureaucracy, from the teachers union, and from the college that was involved. However, the group was defined as accountable to a "steering committee" made up of higher-level officials of these three constituencies, who were supposed to make policy-level decisions as they developed.

Early in the planning, a researcher noted that the planning group members, as they bargained and negotiated with each other over various planning issues, sometimes postponed decisions until they could reach their counterpart numbers on the "supergroup" steering committee.

However, when the researcher asked a planner much later if the existence of the steering committee as such had slowed down the planning, he said:

No...the primary problem was that the steering committee didn't make its charge clear, what the parameters were within which we could work. And on top of that, we were constantly torn between what we felt as professionals and what in reality we knew the constituency we represented wanted.

This planning group had an unclear license to plan, and the conflicting demands of constituencies had no clear arena within which they could be resolved.

Clarity on what you are charged to do and what your boundaries are enable you to:

- Feel that you have a right to plan
- Be clear on what you should be planning
- Know that your decisions are not subject to constant remaking

In the following case example, the planning group had a license to plan and was clear about its aims. Much uncertainty was avoided and its task orientation was strong:

For Arts Coop, a regional high school for the arts, the planning group had a strong mandate to plan: State legislation to include programs for the gifted and talented; a needs assessment questionnaire distributed to towns in the region, the results of which indicated an interest and expressed need for a high school arts program; resolutions passed by the towns to support such a program; and the state's requirement that the program be different from what was currently offered by the participating towns' schools.

The group's vision and meta-goals (overall aims) came out of this mandate. They included: Identification of talented students; racial integration around the programmatic vehicle of the arts; regionalization; and an arts program that was different from existing ones.

Your Day in October sketch probably began with the assumption of a certain type of school that you would be planning and stayed within what you perceived as the boundaries for that type of school.

You will want to broaden those boundaries as much as possible as you set about creating your new school. That "certain type of school" that brings all of you together in the planning effort is your planning mandate, what you are charged to do. Your task may be to create a multi-cultural school setting or perhaps to develop an open school with team planning and teaching. Your challenge is to develop that planning charge into an important, exciting school organization.

Here are some examples of types of planning mandates that we have observed in studying groups planning new schools:

One planning effort started with the idea that the new school would be a showplace where various innovative programs would be brought together in a single school. This school would provide faculty with the opportunity to adapt these innovations to their own styles. About his idea, the Superintendent said:

"Lincoln Acres is just a barn, a warehouse. It's got to be flexible, that's all. The biggest restrictions on the project are in the minds of people."

These planners, then, started with a near carte blanche to plan what they wanted.

In the case of College High School, the mandate was for the school district to obtain the local college's resources and support in sharing the task of educating its high school students. It was reasoned that the college would get better-prepared high school graduates by having had the opportunity to provide input to their public school experiences.

That the College High planning group had difficulty in envisioning the school is in part due to the fact that they didn't know how to explore the limits of their mandate.

Appelbaum High School was to be a magnet business career high school that would draw students from all parts of the city. A strong hookup with the business community, whose representatives would share in the planning, was envisioned as a means of obtaining such resources as career exploration sites for students, a stock trading room complete with quotron machines, some college courses opened to the high school students, and the underwriting of such expenses as publishing recruitment pamphlets.

These examples all point to the notion that mandates vary considerably, but they all can be explored and expanded by a creative planning group.

You and your group are working within the constraints of the past and the present as you design the future for this new school. Know the reality of your limits as you explore the expanse of your possibilities. Remember that even fantasies have edges.

Exercise _____

Setting goals for your new school is easier if you are clear on how and why you and your group came by the task. "GETTING IT STRAIGHT" is an exercise designed to help you determine what you have to work with.

When you complete "GETTING IT STRAIGHT" you will know the answers to these questions:

- Where did your group get its license to plan?
- What is the group charged to do? This is probably more specific than simply to plan and implement a new school.
- Who are your constituents and what are their stakes in the new school? What do they want from the school?

Appoint a facilitator to keep track of time. Then work individually on the questions before sharing your responses with others.

GETTING IT STRAIGHT

(30-45 min)

1. SPEND 10-15 MINUTES INDIVIDUALLY WRITING YOUR RESPONSES IN THE SPACES PROVIDED BELOW, YOU MAY WANT TO APPOINT A FACILITATOR TO KEEP TRACK OF TIME.
2. THEN TAKE 20-30 MINUTES TO SHARE YOUR RESPONSES WITH OTHERS IN THE GROUP.

WE GET OUR LICENSE TO PLAN FROM _____

OUR GROUP IS CHARGED TO _____

OUR CONSTITUENTS ARE _____

THEIR STAKES ARE _____

EXERCISE 2



WHAT TYPES OF GOALS ARE WE WORKING WITH?

What goals will you set as you build your planning mandate into reality? Where will the goals for your new school come from?

Often goals are derived from comparisons: Comparison with others in the present, comparison with what happened in the past, comparison between what is and what could be in the future.

For example, if we are intent upon national achievement scores, comparisons between districts might lead to a goal concerned with raising percentiles in the district. Another aim might be to return to the one-room school -- a multi-aged, open space method allowing students to work at their own levels -- which served past generations so well. Or, by comparing the present with the glorious future, an aim might be to create an innovation that would bring acclaim to the school district by piloting a feasible solution to some widespread educational problem.

► GOALS STEM FROM AN AREA OF CONCERN

Goals emerge from pressures exerted by students, teachers, parents, administrators, the community, and the district, as well as from ideals, such as you just demonstrated in sketching your Day in October. Goals come from a comparison between what we have and what we think we ought to have. They always stem from an area of concern.

Some basic areas of concern include:

- Instruction and methods
- Organization for instruction
- Staff utilization
- Staff morale
- Student morale
- Interpersonal/intergroup relations
- School-community relations
- Costs and resources

Two examples of the areas of concern to two planning groups we studied are:

The Lincoln Acres planning group, whose thinking reflected the open space concept of education that the whole district had been shifting toward, identified flexibility as its main concern: They wanted an open space building that would permit flexibility in instructional methods and organization for teaching. They did not want teachers and students to be sectioned off into "egg-crates," as they had come to call self-contained classrooms. Their building was to be useful 50 years hence, and their school people would work and grow and change together as they interacted in the open space.

Indeed, the Superintendent underlined this view:

"My definition of curriculum is the interaction of people in the process of studying something. We need a high degree of trust, competency, planning skills, imagination and creativity. A complementary relationship develops between the school, home and community. We will organize in teams, each responsible for a group of kids. It would be a multi-age group with the focus on developmental aspects of children..."

And second:

The main concern of the College High School planners had to do with creating a humane environment that would motivate students to learn the basic skills and provide a setting for improving their interpersonal and intergroup relations. The planners developed the concept of the "family," a small group of students and faculty working together, to address this concern.

Note that both of these examples envision school settings that will require much attention in their design to the social aspects of the school, not just the technical ones.

Sometimes looking at others' goals is a help in determining and clarifying one's own. The exercise described on the next page discusses a means for doing that.

Exercise

If your group has some time and wishes to examine other school settings as a means of developing its own goals for your new school, one way is to take advantage of schools in your district or nearby by visiting them to observe what they are doing.

During one of your work sessions, you could arrange to visit a school to accomplish the following objectives:

- To record your impressions in an area of concern
- To share your impressions with the aim of developing a common language in your group

You should choose which school to visit very carefully. For example, the school could be one which:

- Incorporates many of the elements which you think you might want in your school (e.g., open space, the arts, multi-age groupings, same grade levels)
- Represents a regular, ordinary school that can point to what really exists in a traditional setting, what you want to keep, what you don't want, and so on
- Is a school in your district that can illustrate some of the local constraints, the immediate problems facing students, staff, and administrators in the district which your school might attempt to address

This visit is an information gathering trip, and in most cases will net you much more knowledge in areas besides developing goals.

This exercise, "A SCHOOL VISIT," will call for a 2½-3 hour visit. It should be followed by EXERCISE 4, "SCHOOL VISIT DEBRIEFING," to permit you to share your observations and experiences with the other members of your planning group. This debriefing should require about 2 or 2½ hours. Thus, doing both exercises will take 4½-5½ hours in all.



A SCHOOL VISIT

(2½-3 hrs)

1. SELECT THE SCHOOL THAT YOUR PLANNING GROUP WILL VISIT (SEE THE DISCUSSION ON PAGE 23 FIRST).
2. PAIR OFF WITH A PARTNER AND SELECT AN AREA OF CONCERN (E.G., INTERPERSONAL/INTERGROUP RELATIONS). SEE ALSO EXAMPLES GIVEN ON PAGES 21 AND 22.

AREA OF CONCERN: _____

3. IF POSSIBLE, GET A LIST OF THE DISTRICT'S GOALS FOR SCHOOLS OF THIS GRADE LEVEL. OR, TALK TO THE PRINCIPAL ABOUT HIS/HER GOALS FOR THE SCHOOL.
4. WITH NOTEBOOKS FOR RECORDING DATA, WALK WITH YOUR PARTNER AROUND THE SCHOOL. VISIT CLASSROOMS, OFFICES, THE CAFETERIA, GYM, AND GROUNDS. WRITE THE FOLLOWING INDIVIDUALLY IN YOUR BOOKS:

- Three bad things you noticed in the area of concern (you already know the obvious ones; look for the new and different!):

- Three good things (same directions as for the bad):

(Please turn to next page.)

EXERCISE 3

- Your qualitative feelings about each of these things you've noticed:

- Close your eyes and hear your environment; then record your impressions:

- Look at the space and write down how people are interacting with each other, how they are using the space, and how you think they could use it:

- Talk to a student you don't know; listen to his/her ideas about this school or an idealized version of school for 5 or 10 minutes:

5. AFTERWARDS, COMPARE YOUR IMPRESSIONS WITH YOUR PARTNER. THEY SHOULD BE ESPECIALLY INTERESTING SINCE YOU BOTH EXAMINED THE SAME PARTS OF THE SCHOOL AT THE SAME TIME. NOTE HOW DIFFERENT AND ALIKE YOUR IMPRESSIONS ARE:



SCHOOL VISIT DEBRIEFING

(2-2½ hrs)

1. WHEN YOU NEXT MEET WITH THE PLANNING GROUP, SHARE YOUR IMPRESSIONS ON:

- Three bad things in your areas of concern
- Three good things in your areas of concern
- Your qualitative feelings about each of them
- The sound of the environment
- The use of the space
- The student interview

AS PEOPLE DESCRIBE THEIR EXPERIENCES, SOME QUESTIONS AND CONFLICTING VIEWS WILL SURFACE TO REINFORCE THE REALIZATION THAT YOU ALL HAVE VERY DIFFERENT PERCEPTIONS OF WHAT YOU SEE AND HEAR. ONE TOOL FOR WORKING TOGETHER IS TO USE CLEAR, MEANINGFUL, "COMMON TO ALL" LANGUAGE IN EXPRESSING YOURSELF.

2. IF YOU WERE ABLE TO GET A LIST OF THE SCHOOL'S GOALS, WRITE THEM BELOW:

STATED GOALS OF _____ SCHOOL

Goal 1 _____

Goal 2 _____

Goal 3 _____

Goal 4 _____

3. WRITE IN YOUR INDIVIDUAL RESPONSES TO THESE ITEMS:

My opinion of their stated goals: _____

(Please turn to next page.)

EXERCISE 4

Clarity of the stated goals: _____

For our school, I would add: _____

For our school, I would omit: _____

4. SHARE YOUR RESPONSES TO THE ABOVE ITEMS WITH OTHERS IN THE PLANNING GROUP. DON'T TRY TO REACH AGREEMENT AT THIS EARLY POINT. SIMPLY USE THIS TIME TO GET CLEARER ON WHAT YOU ALL ARE TALKING ABOUT AND BEGINNING TO FOCUS ON.
5. IF THERE IS TIME, DISCUSS POSSIBLE REASONS FOR ANY DISCREPANCIES YOU NOTED BETWEEN THE SCHOOL'S STATED GOALS AND THE REALITY THAT YOU OBSERVED DURING THE SCHOOL VISIT.

► A NOTE ON HIDDEN GOALS

Goals may be explicit, or stated, and they may be inferred and unstated. It is well known that most schools have a hidden agenda to which people are expected to conform, in addition to the publicly stated goals. These hidden goals are not explicit; they must be inferred by observing people's behaviors.

For example, maintaining order and control is a common, yet often unstated, goal of schools. Because it is generally unstated, it represents a hidden agenda: Students are expected to learn to be quiet and obedient, and teachers are expected to spend considerable effort trying to achieve that aim.

Of course, a certain amount of order and control in individual and in group situations is necessary for reaching any technical or social goal. One could say, for instance, that the hidden goal of this guide is to maintain order and to control the process of a group designing a new school.

Hidden agendas are hard to think about and to discern, precisely because they're hidden. There's a tacit agreement not to see them. Also, many people are somewhat defensive about discussing hidden agendas.

It's very difficult to control hidden goals -- they exist, sometimes for good reason -- but it is possible to keep in mind that they're there and that they have an effect upon people and the setting. For example:

- Stated goals may not receive as much attention as they deserve because of the priority assigned to hidden goals.
- Staff must give extra energy to rationalizing their actions as actually leading to fulfillment of the stated goals, whereas they primarily aim at meeting the hidden criterion.

Some questions that you might ask yourself in an effort to get at hidden goals are:

- Where does the pressure for hidden goals originate? How might that affect people in the school?
- How might defensiveness in discussing hidden goals be reduced?
- What are some hidden goals that you might infer from your observations or experiences in schools?

► TYPES OF GOALS

Let's look at several types of goals. Some are concerned with how a school will be organized, some with what will happen to students, others with what the school promises to provide.

Here's a list of types of goals and some examples of each:

TYPE OF GOAL	EXAMPLES
Student-oriented:	Self-direction Improved basic skills Individualized program of instruction
Staff-oriented:	Teacher collaboration Ongoing inservice work Teachers setting school policy
Intergroup-oriented:	Relationships between students, students and teachers, teachers and teachers, teachers and principal, school and community
Structure-oriented:	School without walls Vertical student groupings Open pods as classrooms
Community-oriented:	Parents as teachers School as a recreation center or a demonstration site
Survival-oriented:	Keeping costs at level no higher than those of existing schools Affiliation with local university for proposal development Resource pooling

If you thought of additional types of goals, add them to the above list. Or, you might want to break down each category a bit further. For example, student goals might be differentiated as:

- Intellectual
- Social
- Personal
- Practical

Teacher goals could be differentiated in a similar way. Community-oriented goals might be divided according to what the community can do for the school and what the school can do for the community.

Exercise ---

On the next page is an exercise, "NOTHING BUT THE BEST," which lists a series of "best" statements for you to complete.

The exercise calls for you to write in your answers individually and then to share your responses with others. When you have finished "NOTHING BUT THE BEST" and discussed your ideas, you all will have a clearer understanding of where you stand on what's important for your new school.

Note that agreement at this point is not necessary. Simply try to hear and understand each other.



NOTHING BUT THE BEST

(1-1½ hrs)

1. WORKING INDIVIDUALLY, COMPLETE THE FOLLOWING SENTENCES, WHICH ASK YOU TO WRITE THE "BEST" IN EACH OF THE GOAL CATEGORIES LISTED ON PAGE 30.

THE BEST THING OUR SCHOOL CAN DO FOR KIDS IS _____

THE BEST THING OUR SCHOOL CAN DO FOR TEACHERS IS _____

THE BEST THING ABOUT INTERGROUP RELATIONS IN OUR SCHOOL

WILL BE _____

THE BEST THING ABOUT HOW OUR SCHOOL WILL BE ORGANIZED

IS _____

(Please turn to next page.)

EXERCISE 5

THE BEST THING OUR SCHOOL CAN DO FOR THE COMMUNITY IS _____

THE BEST THING ABOUT HOW OUR SCHOOL SURVIVES WILL BE _____

THE BEST THING THAT _____ IS _____
(your idea)

2. SHARE YOUR "BEST" STATEMENTS WITH OTHERS IN THE GROUP. HEAR THEIRS. DISCUSS THE SIMILARITIES AND THE DIFFERENCES, BUT DON'T ATTEMPT TO REACH AGREEMENT ON THEM.
3. HOW CAN YOU USE THESE "BEST" STATEMENTS TO DEVELOP YOUR PLANNING GROUP'S MANDATE?



HOW CAN WE CLARIFY GOALS?

When we look at American educational goals, we see that typically they are rather vaguely stated, easily misinterpreted, and difficult to measure in terms of performance. (The backlash "behavioral objectives movement" supposedly corrects this vagueness, but it too has problems: It gets too micro, too detailed, and many people refuse to take behavioral objectives seriously.)

The diffuseness that characterizes many educational endeavors has such effects on the process of planning a new school as:

- Promoting diffuseness in goals for the new school
- Heightening uncertainty of the whole endeavor

Vague goals can be stated so amorphously that no one really knows what anyone else means, and there is the risk of great conflict when they do finally find out. While diffuse goals are easy to agree on in theory, they usually are ignored in practice.

One alternative junior high school used the same goals used by the two traditional junior high's in the district. Said one planner of the alternative school:

"We used the same goals to eliminate hassles from the district. Of course, our interpretation of the goals was different from that of the other schools, so our program turned out to be very different from theirs."

Also, there's the danger of getting too detailed in your goals. You can lose potential support from people in the early stages, take away from the future staff's prerogative, and get engrossed in minutiae while letting slide the large issues that require attention.

The following example illustrates what can happen when there has been less than enough clarification:

Background: The planners of College High School, committed to creating a "humane" environment, settled on the "family" as a home base group of students and a few teachers that would cut across traditional subject lines and establish a warm, friendly atmosphere.

Each member of the planning group, however, entertained a different idea of the "family," and these various concepts had never been fully worked out. Ideas presented for group consideration were often shot down with "that's against the definition of the family," but then the group still failed to agree on a definition.

Notes from a typical planning session: The group is discussing a method of scheduling students in the new school.

Terry: You're losing the purpose of the family, which is to do everything together, not just be a guidance unit.

Chris: I'm not so sure I feel that's the purpose of the family.

Dale: We're not talking about anything when we talk about the family. What do we want the family for? What does it really mean?

Terry: We have to figure out the content of the program. That's the most important thing.

Lee: Don't think in terms of what we can do now -- 136 kids and four teachers, that's not a family.

(The planning group's original concept of the family as a small group has been revised by school district financial exigencies and is now a large group of 136 students plus teachers.)

Meantime, Jan has been drawing scheduling charts on the board and begins to discuss them now. Several people listen, while others talk to one another.

Chris: This sounds like the same back and forth discussion we had last spring. (Chris gestures toward the board of diagrams and says to the person sitting closest, I'm confused.)

- Lee:** *There really won't be any one-to-one instruction, because you can't do it with four teachers and 136 kids. We're taking limited resources and we're just reslicing the pie.*
- Terry:** *Then you don't know flexible scheduling, Lee. I've worked in flexible scheduling. We did it at Sansom with three teachers and 100 youngsters.*
- Jesse:** *If we do have cycles, we can recycle kids and do different things in each cycle. It's easier to move these groups than with the traditional set-up. We may not get individualization, but we'll certainly get more flexibility.*
- Terry:** *But intimacies can still develop...*
- Pat:** *I have an uneasy feeling. Much too much burden is being placed on the family in achieving our goal of humanizing the school. We started out with this idea of humanizing the institution...*

There are other difficulties in this group's style of planning -- such as circularity, not sticking with agenda items, and side conversations among themselves -- but the issue here is that they are not clear, as a group, on the family: What it is, what it aims to do, how it can humanize the school.

The researcher at this planning site noted:

The definition of the family appears to be a very elusive and personal thing. They then get bogged down with scheduling and how they would fit the family in. They're having a terrible problem working out the structural difficulties in trying to set it up.

They don't address the basic goal of the family: Is it discipline? Values clarification? Support group for students? They seem to be paying lip service to flexible scheduling without really thinking through what they want and the consequences.

This group's lack of clarity caused them to muddle about in ambiguity, diversity, and considerable vagueness. It's a hard way to travel.

► SPECIFIC VS. BROAD GOALS

Broad goals serve a useful purpose in early planning: They have the capability of attracting high levels of support and of allowing people, with what may turn out later to be an extremely wide range of conflicting aims, to band together briefly in solidarity.

Held too long, however, diffuse goals will increase the group's level of uncertainty, which is already considerable, especially given the prospect of creating a new, and probably innovative, educational setting.

For example:

The Arts Coop planning group stayed with broad, general goals, stressing instead the attraction of more people to the planning effort in order to coopt their support and resources. This group purposely left goals vague so that people could buy into the enterprise.

Wilder* discusses several characteristics of specific and diffuse goals. Briefly, they are:

SPECIFIC GOALS:

- Make innovations too visible, concrete, and rigid
- Expose the school to criticism that could be avoided
- Make failure to attain goals and the lack of appropriate skills and knowledge obvious
- Prevent truly imaginative and creative innovations from receiving adequate trials
- Make it easier for new schools to attain when clearly stated
- Create the impression that educators are well organized
- Prevent large numbers of people from buying into the new school enterprise

* Wilder, David E. "Goals for New Schools: Agreement, Succession and Displacement." New York: Center for Policy Research, 1976. Paper read at the American Educational Research Association meetings, April 19-23, 1976.

DIFFUSE GOALS:

- May become platitudes that are displaced by more specific ones
- Are vulnerable to being given lip service, but otherwise are ignored
- Permit the opportunity for schools and communities to express their solidarity
- Serve a conflict-smoothing function
- Tend to receive high levels of support

Deciding how specific or how diffuse you will define your goals is, of course, up to you and your group. You will have to find a comfortable path between highly concrete statements (that may not get supported by key stakeholders) and platitudes that attract many supporters (but that may later be your undoing once everyone is clear on what's really going on).

In many cases, it helps to define certain terms in your group. The College High planners, for example, could have saved much time and energy by clearly defining family and humanizing.

Take the term "open classroom." Probably each person in your group has a different interpretation of it. One might picture smiling children engrossed in individual tasks. Another hears screaming, stampeding fifth graders. A third might envision a harried teacher who spends evenings and weekends making materials for class activities. Someone else calls to mind the wealth of community resources flowing into the classroom, adding to and enriching the program.

What about other terms like "freedom to explore interests"? "Individualized instruction," "participatory decision making," "multi-cultural education," "team teaching," or "self-directed learning"? Do you think your group (or any group) could agree immediately on what they mean? Sometimes it's very refreshing and efficient to know that everyone is talking about the same thing.

Exercise _____

On the next page is an exercise called "APPELBAUM'S GOALS." It consists of a list of goal statements made by a group charged with planning Appelbaum High School. Completing this exercise will give you practice in categorizing goals according to their clarity or harmony-building qualities. This exercise can be done individually or by the group.



APPELBAUM'S GOALS

(15-20 min)

PLACE AN X NEXT TO THE STATEMENTS THAT CONTAIN CLEAR IMAGES OR OBSERVABLE BEHAVIORS,

PLACE A Y NEXT TO THE STATEMENTS THAT COULD BE USEFUL IN PROMOTING HARMONY AMONG DIFFERENT PLANNERS,

- ☐ 1. To foster an atmosphere of trust between adults and children.
- ☐ 2. To provide personalized and individualized programming and instruction.
- ☐ 3. To provide a sound general education, to develop awareness of a particular area, and to develop specific, salable skills.
- ☐ 4. To provide a good learning environment for low-motivated kids with poor basic skills.
- ☐ 5. To provide special curriculum and programs for ethnic or racial groups.
- ☐ 6. To have a student population balanced according to the ethnic and socioeconomic groups of our city.
- ☐ 7. To combine business training and academic courses in an interdisciplinary approach.
- ☐ 8. To select students from all parts of the city, not just our district.
- ☐ 9. To make our primary objective the development of self.
- ☐ 10. To identify talented students (those with developed skills and those with untapped potential).
- ☐ 11. To increase students' independence and autonomy.
- ☐ 12. To broaden teachers' experience in working with students so as to push back the horizon of limitations in educational curriculum.
- ☐ 13. To provide small classes.
- ☐ 14. To develop good relations with the community.
- ☐ 15. To teach the basic skills.
- ☐ 16. To teach students to be problem solvers.
- ☐ 17. To provide a curriculum reflecting the latest knowledge in the sciences and other disciplines.
- ☐ 18. To be a place where students like to be.
- ☐ 19. To get more boys into business education and more girls to think of themselves in fields that go beyond secretary or bookkeeper.
- ☐ 20. To be a place where everyone "succeeds."

(Please turn the page.)

EXERCISE 6

WHICH OF THE GOAL STATEMENTS ENABLED YOU TO CREATE A MIND'S EYE VIEW? WHICH ONES HAD SOME MEANING TO YOU?

WE CAN, FOR EXAMPLE, THINK ABOUT A SCHOOL THAT PROVIDES SMALL (HOW SMALL?) CLASSES (#13) FOR A RACIALLY, ECONOMICALLY BALANCED STUDENT POPULATION (#6).

WE CAN CONJURE AN IMAGE OF MUTUAL TRUST (#1) OR OF A PERSONALIZED, INDIVIDUALIZED MODE OF INSTRUCTION (#2).

WHAT DID YOU THINK OF WHEN YOU READ "GOOD LEARNING ENVIRONMENT FOR LOW-MOTIVATED KIDS WITH POOR SKILLS" (#4)?

WHAT IMAGE CAME TO MIND FOR "DEVELOPMENT OF SELF" (#9)?

WHAT OTHER STATEMENTS GAVE YOU SOME TROUBLE?

WHICH GOAL STATEMENTS DID YOU THINK WERE BROAD ENOUGH TO ATTRACT MANY DIFFERENT PEOPLE? HOW ABOUT #15, 16, 18, AND 20? THESE STATEMENTS ARE OPEN TO WIDELY DIFFERENT INTERPRETATIONS.

WHAT OTHERS DID YOU FIND?

► GOAL CLARITY

Identifying some specific goals can help you in your planning. It usually is easier to create a new school if you have a clear sense of what you want it to do.

You might protest that the more clearly you state your aims, the more obvious it will be if you fail to reach them. This is true, but knowing your clear goals and telling them to everyone with whom you have contact are quite different. In your political strategizing, you will know which goals to emphasize and which ones to downplay, which to insist upon and which to "give up" in bargaining with various power brokers. This political process is distinct from knowing where you want your school to go.

[SEE GUIDE 3: MAPPING YOUR SCHOOL'S ENVIRONMENT FOR A DETAILED TREATMENT OF POLITICAL STRATEGIES AND TACTICS.]

Goals come clearer when you begin to think of how you want your new school to look and to function. For example:

- What kind of space will it be?
- What mood will it create?
- What kind of teaching will it emphasize?
- How many students will it have?
- Where will the students come from?
- Will they be normal or special students?
- What will be the teacher/student ratio?
- How experienced will teachers be?
- Will parents be involved in the school? How?
- Will the school be a demonstration site?
- Will the school affiliate with a college or university?
- Will basic skills be emphasized?
- Will academic excellence be the focus?
- Will humane education be the focus?
- What hiring process will be used? By whom?
- Is the head of the school to be a principal? Director? Coordinator? Master teacher?
- What decision-making structure will be used?

These and other questions will get you to thinking specifically about the reality of the school you are about to create.

Another method for moving from the general to the specific is through selective questioning for the purpose of continual refinement of goal statements. On the next page is an example of this method, called "Goal as Stated ☐ Goal as Understood."

GOAL AS STATED GOAL AS UNDERSTOOD

One person selects a goal statement. Others ask clarifying questions about it. Someone records the proceedings on newsprint. Movement is from the goal as stated originally to the goal as finally understood by everyone.

GOAL AS STATED: The best thing a school can do for kids is to help them in the development of the self.

Some of the Questions and Answers:

- Q: What do you mean by "self"?
- A: Well, one thing is what image the person has of himself or herself.
- Q: Do you mean pretty or stupid or muscular or artistic, things like that?
- A: Yes, what they think of themselves, their self-concept.
- Q: Would you say that you want them to have positive self-concepts?
- A: Absolutely. (Recorder writes this down.)
- Q: What else goes into "self"?
- A: Ahh, I guess the self as viewed by others is important.
- Q: Just what do you mean by that?
- A: It's important for people to feel liked, appreciated by others. Otherwise, they might begin to feel worthless. They also have to tolerate others' quirks, weaknesses.
- Q: Could you restate that briefly?
- A: ...People need to develop healthy social relationships with others. (Recorder writes this down.)
- Q: What else does "self" mean to you?
- A: I think it's important and fun to learn new things. A lot of people view learning as a chore sometimes. I think schools should help kids to like learning new things and to believe that they can. (Recorder writes.)
- Q: What do we have so far? (Recorder reads:)

The best thing a school can do for kids is to ^{provide} help ^{with the opportunity to} ^{positive} self-concepts, healthy social relationships, ^{and an eagerness to learn.}

Q: No further questions. Thank you.

GOAL AS UNDERSTOOD: The best thing a school can do for kids is to provide them with the opportunity to develop positive self-concepts, healthy social relationships, and an eagerness to learn.

Exercise

On the next page is "GOAL AS STATED ☐ GOAL AS UNDERSTOOD," an exercise which asks you and your group to practice the goal clarifying method presented on page 44. You will all have a chance to be questioners and answerers if you are careful to rotate roles.

In addition, make sure that your goal statements represent each of the types of goals as discussed on page 30 (e.g., staff-oriented, community-oriented, etc.).

Completing "GOAL AS STATED ☐ GOAL AS UNDERSTOOD" will not only help others to understand what is important to you but also will help you to clarify your own thinking.



GOAL AS STATED  GOAL AS UNDERSTOOD (10 min
per goal)

1. EACH PERSON WRITE AT LEAST ONE GOAL STATEMENT. MAKE CERTAIN THAT EACH OF THE TYPES OF GOALS IS REPRESENTED:

- Student-oriented
- Staff-oriented
- Intergroup-oriented
- Structure-oriented
- Community-oriented
- Survival-oriented

MY GOAL STATEMENT: _____

2. REVIEW THE EXAMPLE ON PAGE 44 AND THEN BEGIN THE PROCESS. MAKE SURE THAT EVERYONE GETS A TURN TO READ A GOAL STATEMENT. SEE THAT THE PROCEEDINGS ARE RECORDED ON NEWSPRINT.
3. COPY EACH GOAL AS UNDERSTOOD INTO YOUR OWN BOOK. USE THE SPACE BELOW AND ON THE BACK OF THIS PAGE.

GOALS AS UNDERSTOOD:

EXERCISE 7

► THE S-T-P MODEL

Focusing on your group's main goals in designing your school can be facilitated by use of the S-T-P model.* It is a method of organizing information to define a problem and to manage conflict that occurs in creating a solution.

Information is organized into three interrelated dimensions:

SITUATION: Information about (a) the essential features of the current state and (b) the forces that help and hinder progress toward a more desired state. E.g., The Starting Point.

TARGET: The desired state. "What do you want to accomplish and what do you want to avoid?" E.g., The Terminal Point.

PROPOSAL PLAN: Specific actions planned to change the current state into the desired state. "Who will do what by when?" E.g., The Path from S to T.

When people meet to solve problems, make decisions, etc., any statement made on the topic provides information in one of the three dimensions: Situation, Target, or Proposal. Thus, if one person says, "I want clear communications between teachers and students," that sounds like a target. A response such as, "Yes, maybe to get things rolling we should plan a series of human relations workshops with some teachers and students," would be a proposal. This discussion could be continued, and each statement fitted into one of the three dimensions.

Fosmire and Wallen state that the three dimensions are so closely related that it is helpful to think of them as a single, interacting unit, rather than three factors in a straight-line sequence.

THIS:



NOT THIS:



* The S-T-P Model of Problem Analysis was developed by Frederick R. Fosmire and John L. Wallen in 1971. See the Second Handbook of Organizational Development in Schools (Schmuck, Runkel, Arends & Arends), pages 293-306.

Trying to reach agreement on S first, then T, and finally on P is too rigid for most people. It not only inhibits creativity but also limits involvement and can arouse anxiety if a comment is out of sequence.

Thus, a discussion should recycle from one dimension to another, freely contributing information about S, T, or P as it occurs to participants. Generated information can be recorded in the three different areas on newsprint as it occurs.

How does this model work?

1. First, someone must start by making a goal statement. For example: "Our school should develop a means for utilizing the many skills of staff people."

This is a TARGET statement. Someone records it on the TARGET sheet of newsprint.

2. Other group members elicit SITUATION information by asking such questions as:

"How do existing schools fall short of this goal?"
"What obstacles stand in the way of reaching this goal?"

Or, they elicit PROPOSAL information by asking:

"What steps might lead toward this goal?"

This information is recorded on the SITUATION or the PROPOSAL newsprint.

3. Each person in the group gets the opportunity to offer at least one goal statement. Others elicit information by asking questions.

4. The group's objectives in the three areas are:

S -- To create a description of the current situation (may be another school in the district, or a past experience) which can be understood and accepted by different group members.

T -- To create a set of targets that fulfill two requirements: (a) general enough to state a goal or end condition toward which activities are directed. "To accomplish what?" (b) specific enough that group members can agree that a target has or has not been reached. "How will we know when the goal has been achieved?"

- P -- To create a plan of action specific enough that people can agree on who is to do what when.
5. A selection from among the targets is agreed upon by the group as those most important goals to guide the design of the new school.

You will have the opportunity to try this S-T-P model in the exercise described below.

Exercise _____

On the next page is "TARGET AREAS," an exercise that will help you to state your goals, the essential features of your situation, and means by which to reach your goals.

This exercise should be done by the whole group. Someone should serve as facilitator or discussion leader and another person should write statements on newsprint.

Review the five steps of the S-T-P model (pages 50-51) and the list of sample questions below before beginning "TARGET AREAS."

SAMPLE QUESTIONS*

A. To elicit SITUATION information:

In what ways does the present situation fall short of that goal?

What forces for improvement are there for reaching that goal?

What obstacles stand in the way of reaching that goal?

What might that plan improve in the present situation?

What resources are there for carrying out that plan?

What might that plan take into account?

* Taken from Fosmire and Wallen.

B. To elicit TARGET information:

If you could change the present situation, what would you want to accomplish?

What's missing in the present situation?

What does this plan try to accomplish?

C. To elicit PROPOSAL information:

What might be done to improve that?

What kind of action does that seem to require?

What plan would use that resource?

What steps might lead toward that goal?

Now turn to the exercise, "TARGET AREAS."

TARGET AREAS

(1-2 hrs)

1. FOLLOWING THE STEPS OUTLINED ON PAGES 50-51, COMPLETE THIS EXERCISE WITH YOUR GROUP. APPOINT A DISCUSSION LEADER AND SOMEONE TO RECORD STATEMENTS ON NEWSPRINT.
2. SOME SPACE IS INCLUDED FOR JOTTING ENTIRES OR NOTES IN EACH OF THE THREE AREAS, BUT MOST ATTENTION SHOULD BE FOCUSED ON THE NEWSPRINT.
3. THE FINAL PORTION OF SPACE HERE IS FOR LISTING THOSE GOAL AREAS SELECTED BY YOUR GROUP FOR FURTHER WORK.

SITUATION NOTESTARGET NOTES

(Please turn the page.)

EXERCISE 8

PROPOSAL NOTES

GOAL AREAS SELECTED BY OUR GROUP FOR FURTHER WORK



WHAT'S INVOLVED IN SETTING PRIORITIES?

At this point you might be feeling that everything is important. How can you possibly determine which goal is more important than another to you? How can you all agree on which goals outrank others?

Deciding which goals you all agree are most essential to the new school enterprise is quite necessary. First, they will guide your planning. Second, they will minimize any ambiguity by setting the tone and direction for where you are going with your work. Third, they won't be lost if you reach a point in bargaining for support or resources at which you must give up something in an exchange.

Exercise

On the next page is a short exercise, "GOAL RANKING," which will help you to set priorities among your goals. You will first work individually and then share your results with others in your group.

When you have completed "GOAL RANKING," you will have a list of goals with tabulations on how essential they are to the other people in your group.



GOAL RANKING

(1-1½ hrs)

1. ON NEWSPRINT, SOMEONE WRITE DOWN ALL OF THE GOALS THAT EMERGED FROM THE S-T-P EXERCISE. (IF YOU DIDN'T DO THAT EXERCISE, THEN SIMPLY USE ALL OF THE GOALS THAT YOU ARE DISCUSSING IN YOUR PLANNING MEETINGS.)

2. WORKING INDIVIDUALLY, FIRST ASK YOURSELF THESE QUESTIONS ABOUT EACH GOAL ON THE LIST:

- Does this goal fit with our mandate?
- Does this goal represent a need among those who will populate the school and among other stakeholders in the school (e.g., parents, community residents, school district, etc.)
- Can this goal be justified according to current educational literature, research, and practice as being worthwhile?
- Is this a reasonable, achievable goal?
- Are enough people excited about this goal to work hard at achieving it?
- Will achieving this goal make a difference to anybody?

3. STILL WORKING INDIVIDUALLY, RANK THE GOALS BY USING THIS INFORMAL METHOD:

A = Essential goal

B = Less essential, but important, goal

C = Still lower in importance: OK, if there's time

...

X = Non-essential goal: Drop it

(Please turn the page.)

EXERCISE 9

4. WORKING AS A GROUP AND USING A CHART SIMILAR TO THE ONE BELOW, TABULATE ON NEWSPRINT HOW MANY A'S WENT TO GOAL 1, TO GOAL 2, ETC, AND HOW MANY B'S, C'S, AND X'S TO GOAL 1, 2, 3, AND SO ON.

GOALS	A	B	C	...	X
1. To . . .	8	2	0		1
2. To . . .	3	4	3		2

THIS TABULATION WILL GIVE YOU ALL AN IDEA OF WHICH GOALS ARE VIEWED AS ESSENTIAL, LESS THAN ESSENTIAL, AND NON-ESSENTIAL BY MOST OF THE PEOPLE IN THE GROUP.

5. DISCUSS YOUR RANKINGS AND REASONING WITH OTHERS IN THE GROUP.
- A. HOW CLOSELY DO YOUR PRIORITIES MATCH THOSE OF MOST OTHERS IN THE GROUP?
 - B. WHAT WERE THE BASES OF YOUR RANKING DECISIONS?
 - C. ARE THERE ANY RANKINGS YOU'D LIKE TO CHANGE AFTER HEARING OTHERS' REASONS?

► REALITY CHECKING

If you and your group have done most of the exercises in this module on clarifying goals, you so far have stated, clarified, and ranked goals you all have for the new school. While you may not have reached a reasonable agreement on all of the goals, you know by now if you're all in the same ball park and if you're all playing the same game.

It would be well now to ask people outside of the planning group to give their opinions on your list of goals. You need some answers to the following kinds of questions:

- How do our goals fit into the larger environmental picture?
- Do our goals satisfy larger educational goals which are currently in vogue (e.g., desegregation, basic skills, gifted and talented)?
- Are our goals useful in getting support from certain areas of our environment?
- Do our goals conflict with the goals of other institutions -- organizations in the educational, political, and social environments?
- If there is conflict, is there any action that can or should be taken?

One way to get a reading on the acceptability of your goals to people outside of the planning group is simply to check them out informally. "How do you feel about ...?" Or, "the planning group is considering such and such as one of the new-school goals. Do you think that's important for our school to try to accomplish?"

Another way to get a reading is to develop and circulate a simple questionnaire. The exercise described on the next page offers some ideas for doing one.

The risk, of course, with going to outside people for feedback is that you might be overwhelmed with a deluge of comments, demands for involvement, criticism, etc. Your group should decide what is the best way to get some feedback on your current thinking without being engulfed and then figure out how to use the information.

Exercise _____

Beginning on the next page is "REALITY CHECK," an exercise which asks you to design a short questionnaire in order to get some stakeholder feedback on your goals. Do the exercise as a group.

When you have completed "REALITY CHECK," you will have a tally of outside opinions on your goals as well as some new ideas from stakeholders that will no doubt enliven your planning work.

REALITY CHECK

(variable)

1. WORKING AS A WHOLE GROUP, OR SELECTING A SUB-COMMITTEE TO HANDLE THE TASK, DEVELOP A SIMPLE QUESTIONNAIRE. SEE THE SAMPLE ON THE OTHER SIDE OF THIS PAGE.
2. YOU CAN LIST ALL OF THE GOALS, IN ANY ORDER, ON THE LEFT AND A SCALE RANGING FROM "STRONGLY AGREE" ... "STRONGLY DISAGREE" ON THE RIGHT, WHERE RESPONDENTS CAN CIRCLE THEIR CHOICES. LEAVE SPACE AT THE END FOR ADDITIONS THEY MIGHT WISH TO MAKE. ALSO, USE A GROUP CODE NUMBER ON THE QUESTIONNAIRE FOR IDENTIFYING THE TYPE OF RESPONDENT (TEACHER, BOARD MEMBER, PARENT, ETC.).
3. TRY THE QUESTIONNAIRE WITH A SMALL COLLECTION OF SELECTED STAKEHOLDERS IN THE NEW SCHOOL. YOU MIGHT CHOOSE A FEW PEOPLE FROM SUCH GROUPS AS TEACHERS, STUDENTS, PARENTS, ADMINISTRATORS, COMMUNITY OR BOARD MEMBERS.

TREAT THE QUESTIONNAIRE IN A LOW KEY, INFORMAL WAY. DON'T PRESENT IT AS THE FINAL WORD OF THE PLANNING GROUP, BUT RATHER AS SOME OF THE IDEAS THAT YOU'VE BEEN KICKING AROUND.
4. WHEN THE QUESTIONNAIRE RESULTS ARE BACK, TALLY THE RESULTS. YOU MIGHT ALSO CATEGORIZE THE RESULTS ACCORDING TO STAKEHOLDER GROUPS. COMPARE THEM WITH YOUR GROUP'S EARLIER TABULATION OF ITS OWN GOAL PRIORITIES (SEE "GOAL RANKING," PAGES 57-58).
5. WHERE THERE ARE REAL DIFFERENCES, THE PLANNING GROUP WILL HAVE TO JUDGE IF THE RESULTS ARE REPRESENTATIVE OF THE ENVIRONMENT. IF SO, THE GROUP SHOULD CONSIDER WAYS TO REVISE ITS OWN LIST OF GOALS BY INTEGRATING SOME OF THE OTHERS.
6. ANY NEW IDEAS GENERATED BY THE RESPONDENTS MAY BE CREATIVE ADDITIONS TO THE GROUP'S EFFORTS. THINK OF WAYS TO USE THE INPUT. YOU CAN STRENGTHEN YOUR OWN WORK BY INCORPORATING NEW AND DIFFERENT IDEAS THAT ARE CONSISTENT WITH THE ORIGINAL MANDATE FOR PLANNING THE NEW SCHOOL.

(Please turn the page.)

EXERCISE 10

SAMPLE QUESTIONNAIRE...

Code _____

GOALS FOR _____ SCHOOL

Below are listed some goal statements that our group has been talking about. They are not listed in any particular order and they certainly aren't final. We would like to have the benefit of your ideas.

Please circle one number for each goal statement. Feel free to add other goals and comments at the end of the questionnaire. Thank you very much!

GOAL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. To . . .	4	3	2	1
2. To . . .	4	3	2	1
3. To . . .	4	3	2	1
4. To . . .	4	3	2	1
5. To . . .	4	3	2	1
6. To . . .	4	3	2	1

YOUR OTHER GOALS:

YOUR COMMENTS:



WHAT ABOUT CHANGING GOALS OVER TIME?

Take a moment to compare your new group goals to those in some of the preceding exercises (e.g., "NOTHING BUT THE BEST," "GOAL AS STATED ☐ GOAL AS UNDERSTOOD"). Some goals have disappeared, new ones have emerged, others have undergone considerable revision.

This change illustrates goal succession at the individual level. That is, goals have succeeded one another as a result of your defining, clarifying, and revising what you started with.

The goals that you and your group eventually decide upon may or may not be succeeded by other goals, depending upon a variety of factors. The most prevalent reason for goal succession has to do with input or pressure from the outside environment.

In early planning stages, the displacement of some goals by others over a period of time most often is due to defining, clarifying, and revising goals in light of more available information (both yours and others).

Later in planning you might find goal succession taking place in situations of conflict and environmental demands. Often planning groups are caught in the dilemma of wishing to retain goals that are critical to their "vision" and design of the new school and of having to give them up as demands assert themselves.

For example, limited resources caused the College High School planning group to give up its goal of creating a humane environment, even though they didn't alter the design for the new school:

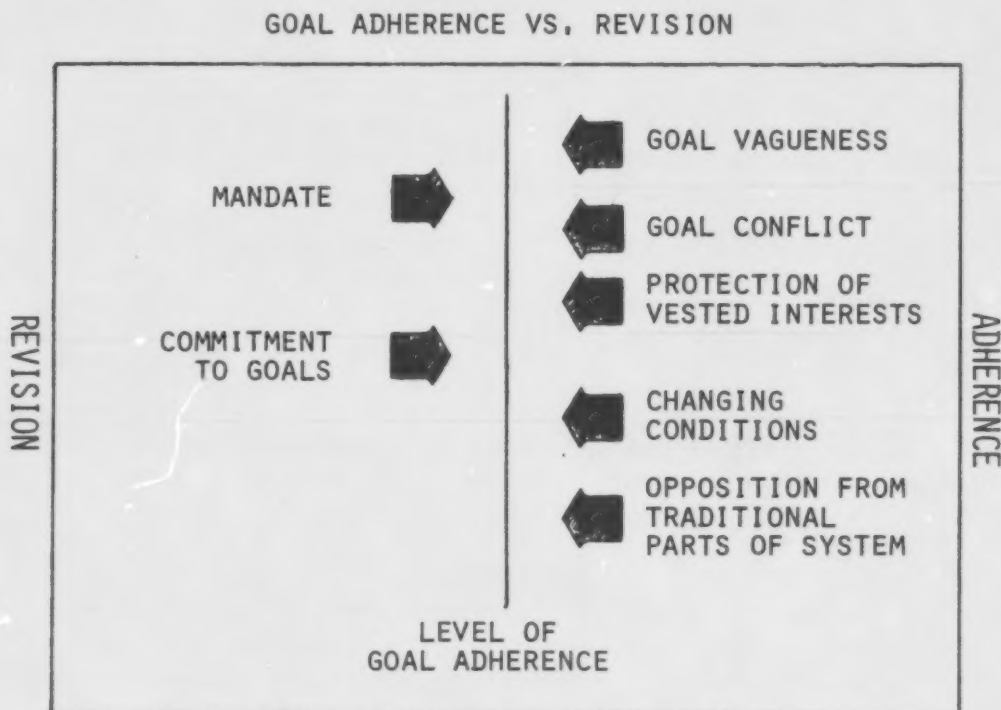
The planners developed the idea of the "family," so that a small group of students could work closely with several faculty members. As financial pressures in the district mounted, it became increasingly clear that staffing the "family" concept would be impossible. The planning group gradually moved to a concept of "family" that included four faculty members and 136 students, a structure unlikely to be particularly humane in the originally hoped for sense.

The dissonance between the original goal and the eventual outcome is great in the case of College High.

The nature of creating a new school and the environmental context in which it occurs provide the backdrop for all of the immediate pressures and demands that might lead abruptly to displacing or revising goals. The specialness of creating a new setting and the idealistic optimism brought to the task strengthen the overall mandate and the sense of commitment. Thus, planners tend to adhere to their original goals.

But at the same time, the characteristic broadness of many goals, the inevitable goal conflict, the protection of vested interests, and opposition from the more traditionally-oriented parts of the environment threaten such adherence and push in the direction of displacement, revision, even abandonment of parts of the planning group's original vision.

Here is an example of a force field analysis of this dilemma to adhere to original goals or to revise them:



As you can see from this force field analysis, the forces for revision are very strong. It takes a strong mandate and commitment to remain close to the original goals.

Goal succession can occur at any time throughout the planning and implementing phases. The strongest forces appear at these times:

- The planning group presents its design and ideas to the environment
- The principal or director comes on board and personalizes the design to suit his/her own style
- The operating staff doesn't subscribe to the goals identified by the planners, and institutes its own version

To a certain extent, drastic or serious goal succession can be lessened by:

- Frequent reality testing to maintain a connection between the vision and practicality
- Reducing uncertainty as much as possible to provide a strong knowledge base on which to make decisions that stick
- Maintaining a balance between design integrity and design adaptiveness

But in the end, the forces that produce goal adherence and those that encourage goal succession are ever present by virtue of the task with which you are involved and the context in which you work at it. The outcome will depend on the balance struck by the two sides.

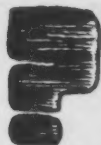
As you approach other phases of planning, which will include political strategizing and implementation strategies, expect changes, transformations, even abandonment of some of the group's original ideas. Strive for maintaining commitment to your vision. But stay adaptive to reality.



Module 2

Social System Design





WHAT IS A SOCIAL SYSTEM DESIGN PROCESS?
WHAT ARE THE ELEMENTS OF A SOCIAL SYSTEM?
WHAT ARE SOME DESIGN AIDS?

Social system design refers to the arrangement of, as well as the process of arranging, the necessary technical and human resources to accomplish the objectives of the social system.

Schools are social systems. You are designing a social system.

It is a fact that schools, like all social systems, are immersed in their environments. They occupy a niche in the social ecology, if you will, and their success in effective performance of their stated functions is directly connected to the type of interaction they have with their environment and to their ability to adapt to environmental changes.

Such adaptability is not easy to come by. Most social systems are designed once and for always, which is to say they are seldom altered to respond to changing conditions. Thus we have lumbering bureaucracies and other organizations that were designed for an earlier time and different needs. They consider their designs untouchable.

The effectiveness of a social system is largely dependent upon how it was designed. Social systems not only can be designed to take into account all of the major necessary elements but they can be designed to be redesigned as well.

Social systems design requires attention to the following areas*:

- Human dimension -- including individual personalities, interpersonal relations, group behaviors, intergroup behaviors, the total organization, and the social, economic, cultural, and political context.

* From Howard V. Perlmutter, Towards a Theory and Practice of Social Architecture. London: Tavistock Publications, 1965, 17-18.

- Goal-oriented process -- including the mission of the organization as it is translated into structural, socio-technical, and performance objectives; strategies that are based on analysis of the consequences of alternatives (resources, pay-offs, risks); implementation; and validation and stabilization of the organization.
- Relation of the organization to the environment -- how the organization influences and alters the environment, what the environment requires of the organization, and how the organization responds to changing environmental conditions.
- Creation of organizational structures -- including the formal and informal systems, patterns of authority, work process system, rewards and punishments, communication, maintenance of the system.
- Realization of positive values -- such as human dignity, human growth, health, efficiency, technical excellence, productivity, justice, and service.
- Reduction of anxieties and promotion of constructive emotions.
- General systems model -- the transformation of inputs to outputs, or results.

These areas are changeable, as must be social systems' designs. Successful designing of a social system requires that the designers:

- Be hooked on an idea, really committed to the design process
- Escape from normal routines so that they can free up their creativity
- Make dry runs -- simulations -- of what their design might look like when in operation

This module is a reading module. You will learn a design process, the elements of a social system, and some aids for designing your own school. These aids will stress creativity so that you and your group will not draw your boundaries too tightly, but rather realize that you have a lot of options in the creation of your new setting.

Module 3, "School Design," will give you the opportunity to put the ideas of Module 2 to use in designing your new school.



WHAT IS A SOCIAL SYSTEM DESIGN PROCESS?

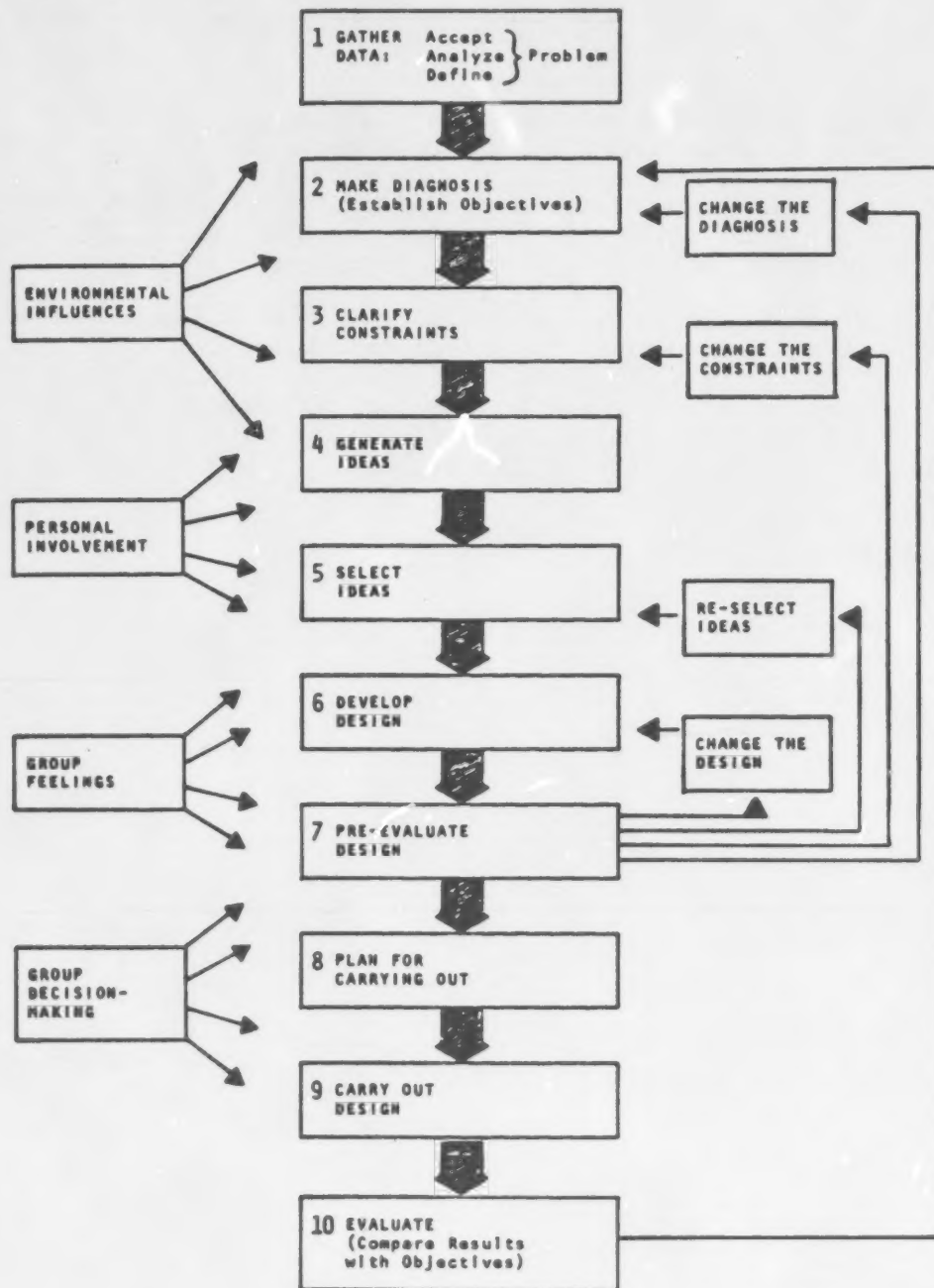
This section presents a process outline for designing learning environments* and in this case, it is most useful in designing a new school. It is a linear model with feedback built in at the pre-evaluation and evaluation stages. In addition, it incorporates the notion of people's behaviors affecting the planning process.

On the next page is the model in chart form, and following that is a description of each of the stages.

Note that this model can be used in a variety of situations to solve many different types of design or planning problems.

* Adapted from Miles, Matthew B. "Thinking About How to Do It: Alternative Models of Planning and Implementation of New Schools." Paper read at the American Educational Research Association meetings, April 19-23, 1976. New York: Center for Policy Research, p. 12.

DESIGNING LEARNING ENVIRONMENTS



► DESIGNING LEARNING ENVIRONMENTS

Listed below are the ten steps of the process outline of Designing Learning Environments. Each step is described briefly.

1. GATHER DATA

Accept the Problem: This simply means assuming the responsibility for doing something about the problem, in this case, creating a new school. In order to do this, you must value the problem and have the time, interest, and ability to give to it. Ask yourself:

- How does this responsibility fit in with the rest of my life?
- What can I bring to it in the way of skills?
- How much time can I give to it?
- What's in it for me?

Analyze the Problem: This involves getting enough information and piecing it together so that you can look at its interrelating parts, the parts in relation to the whole, sort them, classify them, put them all back together again, compare it all to similar situations, and so on. Ask yourself:

- Where can I get information?
- Who can help me with this problem?
- What has already been tried in attempting to solve this problem, and with what results?
- What limits should I set?
- How can I see familiar things in new ways?

Define the Problem: This declaration of what the problem is will shape all work and solutions that will follow. It is the design objective which specifies the desired performance. It therefore must be stated in clear, measurable terms so that you will know later if you have accomplished it. Ask yourself:

- What is the real problem?
- What is the "title" of this problem?
- 10 "why" questions to deepen your understanding of the problem: Ask why, get answer, ask why about that answer, etc.

2. MAKE DIAGNOSIS

This stage refers to establishing objectives. It is an extension of defining the problem in Step 1. A diagnosis might begin with the words "What we need is ...(a), (b), (c), etc." See the following exercises in Module 1:

- "GETTING IT STRAIGHT" Page 19
- "NOTHING BUT THE BEST" Page 33
- "GOAL AS STATED $\Rightarrow$ GOAL AS UNDERSTOOD" Page 47
- "TARGET AREAS" Page 53

3. CLARIFY CONSTRAINTS

What is it that will keep you from doing anything that you wanted? These constraints, if they are real, must be reckoned with. Start clarifying your constraints by saying "We are bound by...":

- Our planning mandate, which states...
- Our stakeholders, whose aims are...
- Union regulations, which stipulate...
- Our new-school budget, which is...

See the following exercises in Module 1:

- "GETTING IT STRAIGHT" Page 19
- "REALITY CHECK" Page 61

4. GENERATE IDEAS

Ideas are means for reaching goals. Without clear goals, ideas are useless. Ideas are cheap; we can all generate lots of them if we use good generating techniques. The trick is to create a pool of good ideas so that we can select the best ones for our needs. Ask yourself:

- Could I think of more ideas if I let go of that one idea I keep holding in the back of my head?
- If I look at this problem from someone else's point of view, could I come up with some new and better ideas?
- How can I use other people's ideas to solve this problem?
- What can I learn from nature or industry or other disciplines that I could apply to this situation?
- Could I come up with many good ideas if I stopped criticizing each one that came along?

5. SELECT IDEAS

Choosing the best way means having a very specific statement of where you want to go. The clearer your goals are, the easier it will be to decide how to reach them. Ask yourself:

- Which of these ideas is most likely to allow us to reach our goals?
- How might these two (or more) ideas be combined to make a great idea?
- How could we test one or two ideas by giving them a dry run before we committed ourselves to implementation?

6. DEVELOP DESIGN

This stage refers to putting together your ideas (if you have more than one) into a coherent design that takes into account all of the dimensions that you have to consider. Ask yourself:

- What are the major elements to be included in the design?
- How will they relate to one another?
- How do they relate to the goals we have established?

7. PRE-EVALUATE DESIGN

This stage is a checkpoint which allows you to review your decisions and to recycle through changing the diagnosis (Step 2), changing the constraints (Step 3), re-selecting the ideas (Step 5), and changing the design (Step 6) before you've taken the plunge into implementation. Ask yourself:

- What criteria should we establish for judging this design?
- Who should judge it?
- How should it be judged?

8. PLAN FOR CARRYING OUT

How will you put your design into effect? "If you don't know where you want to go, you will never know when you arrive; and the more you know about where you are going, the closer you are to actually being there."* Ask yourself:

* Don Koberg and Jim Bagnall, The Universal Traveler. Los Altos, Cal: William Kaufmann, Inc., 1973, p. 82.

- What is our timetable?
- Who will do what?
- How will we know if we've done it right?

See GUIDE 1: SETTING THE STAGE FOR PLANNING for more information and ideas on this topic.

9. CARRY OUT DESIGN

This is the action stage -- putting your design into operation. You've done all of the thinking and creating and planning. Now someone has to do it. Ask yourself:

- Should we do it ourselves?
- Should we get someone else to do it? If so, how do we choose?
- If it's someone else, is it sufficient to hand over the design and let them get on with it?
- How closely should we monitor the implementation?

See GUIDE 4: MAKING YOUR SCHOOL WORK for more information and ideas on translating your plans into action.

10. EVALUATE

This stage involves looking back at the entire process to compare the results with the objectives, so that you will know better how to continue on. Ask yourself:

- What were our goals?
- To what extent were they accomplished?
- What were the standards for achievement?
- What contingencies (unforeseen benefits and difficulties) affected their accomplishment?
- What would a point-by-point comparison of goals with achievement look like?

See GUIDE 4: MAKING YOUR SCHOOL WORK for more discussion on this topic.

Some aids for carrying out Steps 4, 5, 6, and 7 are offered in the last section of this Module.



WHAT ARE THE ELEMENTS OF A SOCIAL SYSTEM?

On the following pages are lists of social system elements, or organizational dimensions, that other people have identified. As these lists indicate, there are many ways to look at organizations.

1. MARVIN WEISBORD (1977) developed the first one, which is a matrix illustrating the interaction of organizational dimensions on the left side with formal and informal systems across the top.

He suggested that diagnostic questions could be asked on two levels:

- How big a gap is there between formal and informal systems?
- How much discrepancy is there between "what is" and "what ought to be"?

2. RICHARD SCHMUCK AND PHILIP RUNKEL (1972) provide the second example. They report on six sub-systems of educational organizations and list four characteristics of the "successful" organization, that is, one having a strong capacity for problem solving:

- Receptivity to changing aspects of the turbulent and complex environment
- Responsiveness and taking action upon the environment
- Optimal use of resources
- Optimal maintenance of morale

3. NOEL TICHY AND JAY NISBERG (1976) offer 12 organizational categories and list examples of each as a means of studying organizations.

4. MATTHEW MILES AND DALE LAKE (1978) developed an input-output system in order to study the properties of educational organizations. Input = clients and resources. Output = changes in students, growth in personnel, community services, and products.

They grouped these properties under two headings:

- Transformation system -- the system for translating inputs into outputs and action
- Change and renewal methods -- the means by which organizations assess and revise themselves

Reading these lists of organizational dimensions will broaden your knowledge base and translate to your design of the new school (in Module 3).

If you want to explore these ideas or others on organizational design, refer to the RESOURCES section at the back of this guide for a list of references.

WEISBORD'S MATRIX

	FORMAL SYSTEM (work to be done)	INFORMAL SYSTEM (process of working)
PURPOSES	<i>Goal Clarity</i>	<i>Goal Agreement</i>
STRUCTURE	<i>Functional, Program, or Matrix?</i>	<i>How work is actually done or not done.</i>
RELATIONSHIPS	<i>Who should deal with whom on what? Which technologies should be used?</i>	<i>How well do they do it? Quality of relations? Modes of conflict management?</i>
REWARDS (incentives)	<i>Explicit System What is it?</i>	<i>Implicit, psychic rewards. What do people <u>feel</u> about payoffs?</i>
LEADERSHIP	<i>What do top people manage? What systems in use?</i>	<i>How? Normative style of administration?</i>
HELPFUL MECHANISMS	<i>Budget System Management Information (measures?) Planning Control</i>	<i>What are they actually used for? How function in practice? How are systems subverted?</i>

SCHMUCK AND RUNKEL'S SUB-SYSTEMS

Technical sub-systems: Teaching; preparing curriculum materials; procedures for collecting and analyzing data for problem solving, assessment, and evaluation; managing classroom environments.

Supportive sub-systems: Maintaining a favorable environment for system operations; administrator's linkage to the district office or the parent advisory council chairperson's linkage to community businesses; public relations.

Maintenance sub-systems: Maintaining psycho-social relationships; organizational structure and climate; support of inquiry, interpersonal behaviors, and staff development.

Adaptive sub-systems: Structures for innovation; planning new curricula or inservice programs; visiting another school to see what goes on there; forecasting for self-renewal.

Managerial sub-systems: Supervision and control; financial accounting; responsibility systems; rewards and sanctions; allocating and managing space.

Goals sub-systems: Identifying goals, plans, strategies, and philosophies; gaining commitment of the organization's members.

TICHY AND NISBERG'S CATEGORIES

Formal structure: Formal authority structure, span of control, control system.

Goals of system: System goals.

Informal system: Informal groupings, informal leadership, informal communication.

Relation to external factors: Environment's resources, constraints by government.

Performance: Performance of units, individual performances, turnover.

Psychological and individual factors; personnel selection: Job satisfaction, interpersonal satisfaction, staff selection.

Culture: Organizational culture, informal rewards, interpersonal satisfaction.

Resources: Resource limitations, fiscal characteristics.

Reward system: Formal and informal reward systems.

Leadership: Informal and political leaderships.

Work process: How work gets done, information channels, control systems.

Union contract and relationship: Union job descriptions.

MILES AND LAKE'S INPUT-OUTPUT SYSTEM

TRANSFORMATION SYSTEM (translating inputs into outputs/action)

1. Structure (formal)

- a. Governance, decision making
- b. Role definitions
- c. Group definitions (membership, functions)
- d. Communication flow among groups, roles (formal)
- e. Performance evaluation methods (for adults)
- f. Boundary maintenance mechanisms (school relating to district, community, parents, the profession)

2. Psycho-social (informal)

- a. Reward system
- b. Norms
- c. Collective sentiments (morale, paranoia, etc.)
- d. Conflict management modes
- e. Communication and influence (informal)
- f. Linking/cliques/friendship sub-groupings
- g. Shared values, ideology
- h. Status/prestige system

3. Technology (the means for goal accomplishment)

- a. Student-focused (learning emphasis--curriculum, time and space use, materials, teaching methods, grading)
- b. Other (managerial, maintenance, transportation, etc.)

4. Managerial: Leader behavior

- a. Task/socio-emotional functions
- b. Other functions (providing vision, hope, coordination)
- c. Power-handling style (vetoing, sole decider, inform subordinates, persuade them, consult for advice, share power with subordinates, delegate wholly)

CHANGE AND RENEWAL METHODS (assessing and revising system)

1. Goal setting

- a. Means for revising, clarifying
- b. Means for increasing goal commitment, ownership

2. Data collection and feedback methods (assessing system)

3. Problem-solving methods and skills

4. Methods for learning and development

- a. Individual (courses, sabbaticals, etc.)
- b. Organizational (team workshops, consultations, etc.)



WHAT ARE SOME DESIGN AIDS?

This section consists of a number of selected exercises to help you with the following steps in the Social System Design Process:

- Step 4: Generate Ideas
- Step 5: Select Ideas
- Step 6: Develop Design
- Step 7: Pre-evaluate Design

Because you are charged with designing and planning a new school, you will want to be as creative as you can. The more creative you are, the more fun you'll have with designing and the more you'll learn about designing new educational systems.

Creativity, by definition, is abnormal. It is inventive problem solving that does not rely upon the tried or the true. The idea-generation techniques on the following pages are hints to start your creative juices flowing.* You may have your own tricks as well.

These pages, then, are designed to:

- Acquaint you with some techniques for generating ideas
- Encourage you to feel free to experiment, to try inventive ideas
- Provide resources for you for Module 3, which calls for you to design the new school

Note that the exercises are:

- Divided into categories according to which of the above steps they seem to be most suited for
- Illustrated with examples of designing a summer camp (ECO-CAMP) -- *these examples are in italics*

* For several hundred other useful tools in problem solving, see Koberg and Bagnall's The Universal Traveler.

A summer camp was chosen as a means for providing examples because it is a "sidestep" from a new school. That is to say, it is enough like designing a school so that you can apply your learnings to your major task, but it is sufficiently different to allow you to develop your own ideas.

Your tasks in this section are to:

- Read through the exercises to get a sense of what they are and how they are done.
- Mark those exercises that seem most appealing and/or useful to you.
- Write any ideas or thoughts that occur to you in the margins.
- Return to the exercises when you are working on your new-school design, and do them.

Doing these exercises will require a relaxed, open frame of mind and a willingness to experiment. Appoint someone to serve as timekeeper and recorder. This can be a rotating role. The exercises are as follows:

<u>STEP</u>	<u>EXERCISE</u>	<u>PAGE</u>
4-Generate Ideas	"BE SOMEONE ELSE!"	85
	"BRAINSTORMING"	86
	"WRITE-A-SCENARIO"	87
	"ORGANIZATIONAL DIMENSIONS CHECKLIST"	89
	"USE PLASTIC VERBS"	91
5-Select Ideas	"MAKE A SELECTION MATRIX"	93
	"RUN AN IDEAS PLAY-OFF"	94
6-Develop Design	"DRAW YOUR ORGANIZATION"	95
	"BUILD MORPHOLOGICAL CONNECTIONS"	97
	"MAKE A FUTURE WHEEL"	99
7-Pre-evaluate Design	"MAKE A STAKEHOLDER MATRIX"	101
	"JUDGE THEM"	102



GENERATE IDEAS

BE SOMEONE ELSE!

(20-30 min)

ONE WAY TO GENERATE IDEAS IS TO LOOK AT SOMETHING IN A NEW AND DIFFERENT WAY, AS SOMEONE ELSE MIGHT, PRETEND TO BE SOMEONE ELSE.

For example, if you were designing a summer camp, you might pretend to be:

- A teenager who thinks camps are dumb
- A writer for New Times or The Whole Earth Catalog
- An agriculturalist
- A farmer on a commune in China
- A botanist who specializes in hybrids
- A dropout student on a Vermont farm
- A farm equipment manufacturer in Kansas
- A forest ranger

"ASK" THESE OTHER PEOPLE WHAT THEY THINK IS IMPORTANT IN A NEW SCHOOL. ESPECIALLY "ASK" WHY -- YOU WANT CONCEPTS AND PRINCIPLES THAT WILL HELP YOU WITH YOUR DESIGN TASK.

YOU CAN BE SOMEONE ELSE ALONE OR IN TWOS OR THREES, EACH PERSON "BEING" SOMEONE DIFFERENT.

WRITE DOWN YOUR IDEAS IN THE SPACE BELOW.

CONCEPTS:

EXERCISE 11

BRAINSTORMING

(50-60 min)

YOU CAN GENERATE DOZENS OF IDEAS IF YOU FOLLOW THE RULES BELOW:

- THINK OF MANY IDEAS. QUANTITY IS WANTED, SO DON'T HOLD BACK FOR AN INSTANT.
- BE FREE AND EASY, SAY THOSE WILD IDEAS!
- HITCHHIKE ON OTHERS' IDEAS. DON'T WAIT FOR A NEW IDEA; CHANGE THE LAST IDEA IN SOME WAY TO CREATE A DIFFERENT ONE.
- DEFER JUDGMENT OF THE IDEAS. CRITICISM COMES LATER.

BRAINSTORMING WORKS BEST WITH A GROUP OF 4-12 PEOPLE WORKING FOR SHORT SPURTS OF TIME (5-10 MINUTES).

IT MIGHT HELP TO THINK OF IDEAS IN PARTICULAR CATEGORIES.

For example, if you were brainstorming activities for a summer camp, thinking of types of activities might be very fruitful, e.g.:

- Skills-related activities (blueprinting a new cow barn)
- Physical (chopping firewood)
- Personal or social growth-oriented (cooperative work arrangements or exchange of services)
- Intellectual (tracing food chain and its consequences for energy use)

ON NEWSPRINT, WRITE DOWN EACH IDEA THAT IS GENERATED IN THE BRAINSTORMING SESSIONS.

SELECT THOSE THAT YOU THINK ARE MOST PROMISING. WRITE THEM BELOW OR PUT STARS NEXT TO THEM ON THE NEWSPRINT.

MOST PROMISING IDEAS:

WRITE-A-SCENARIO

(50-60 min)

WRITE A SCENARIO ABOUT VISITING YOUR IDEAL SCHOOL IN THE YEAR 1990. DESCRIBE THE SCHOOL IN RICH DETAIL. INCLUDE THE FOLLOWING IN YOUR SCENARIO:

- A. WHERE IS THE SCHOOL LOCATED?
- B. WHAT ARE PEOPLE DOING?
- C. WHAT TYPES OF PEOPLE ARE THERE (AGE, SEX, ETC.)?
- D. WHAT IS THE ORGANIZATIONAL STRUCTURE LIKE? (WORK RESPONSIBILITIES, GROUPS AND ROLES PEOPLE WORK IN)
- E. WHAT IS THE SOCIAL CLIMATE LIKE? HOW DO THEY SOLVE PROBLEMS? WHAT DOES THE SCHOOL "FEEL" LIKE -- WARM AND SUPPORTIVE? INFORMAL? INTELLECTUAL?
- F. WHAT IS THE PHYSICAL SETTING LIKE?
- G. WHAT KIND OF LINKS DOES THE SCHOOL HAVE WITH ITS SURROUNDING COMMUNITY?

VIEW THE TASK OF WRITING A SCENARIO AS AN OPPORTUNITY TO ENVISION THE BEST OF ALL POSSIBLE SCHOOLS. USE THE SPACE BELOW AND THE NEXT PAGE FOR YOUR WRITING.

(Please turn the page.)

EXERCISE 13

CONTINUED SPACE FOR SCENARIO:

SHARE AND COMPARE SCENARIOS WITH THE REST OF THE PLANNING GROUP. ADD ANY NEW, ATTRACTIVE IDEA YOU HEARD FROM OTHERS.



ORGANIZATIONAL DIMENSIONS CHECKLIST

(30-40 min)

WE'VE ALL HAD EXPERIENCES WITH ORGANIZATIONS OF MANY TYPES -- SCHOOLS, CHURCHES, CLINICS, SUPERMARKETS, UNIVERSITIES, SOFTBALL TEAMS, FAMILIES, TELEPHONE COMPANIES.

WE ALL HAVE IMPLICIT MAPS OF WHAT WE THINK ORGANIZATIONS ARE ALL ABOUT -- THEIR TYPES OF MEMBERS, ACTIVITIES, PURPOSES, AND GOVERNING MECHANISMS.

GO BACK TO THE FOUR LISTS OF ORGANIZATIONAL DIMENSIONS (PAGES 79-82).

PLACE A CHECKMARK BESIDE THOSE ITEMS THAT YOU THINK ARE MOST IMPORTANT FOR AN ORGANIZATION.

ADD ANY OTHERS THAT YOU WISH. NOTE THAT THESE FOUR LISTS OVERLAP, AND ALSO HAVE OMISSIONS.

CONSTRUCT YOUR OWN CHECKLIST OF ORGANIZATIONAL DIMENSIONS. YOU MAY USE THE CATEGORIES OFFERED ON ANY OF THE LISTS, OR COMBINE SOME OF THEM, OR CREATE YOUR OWN.

USE THE NEXT PAGE FOR YOUR CHECKLIST.

WHEN YOU HAVE COMPLETED YOUR CHECKLIST, COMPARE IT WITH OTHERS' LISTS.

REVISE YOUR LIST IF YOU GET GOOD IDEAS FROM THE DISCUSSION.

(Please turn the page.)

EXERCISE 14

USE THIS SPACE FOR YOUR CHECKLIST OF ORGANIZATIONAL
DIMENSIONS:



GENERATE IDEAS

USE PLASTIC VERBS

(20-35 min)

BY APPLYING A SERIES OF PLASTIC VERBS TO A SUBJECT, YOU CAN GENERATE A LARGE NUMBER OF IDEAS IN A SHORT TIME. THIS METHOD IS ESPECIALLY GOOD IF YOU ARE WORKING ALONE.

THE PROCESS CALLS FOR APPLYING A SERIES OF VERBS TO A SUBJECT IN ORDER TO TRANSFORM THE SUBJECT BY CHANGING ITS POSITION, SHAPE, FUNCTION, SIZE, ETC.

For example, here are some verbs applied to the subject of a dormitory for the purpose of generating ideas for housing in a summer camp:

<u>VERBS</u>	<u>applied to</u>	<u>DORMITORY</u>
Magnify		High-rise buildings
Minify		Cottages
Divide		Separate buildings for lounges, kitchens, recre- ation areas
Rearrange		Movable walls
Integrate		All camp participants share space
Combine		Farmhouse dormitory
Reverse		Sleep outside

OTHER VERBS THAT MIGHT BE USEFUL ARE:

Adapt	Add	Multiply
Substitute	Subtract	Segregate
Alter	Unify	Transpose
Eliminate	Repeat	Extrude
Invert	Flatten	Protect
Distort	Dissect	Stretch
Repel	Rotate	Expand

USING PLASTIC VERBS WORKS ESPECIALLY WELL IN CREATING PHYSICAL SHAPES AND SPACES. YOU MIGHT WANT TO USE THEM TO GENERATE IDEAS FOR SUCH THINGS AS CREATING INDOOR AND OUTDOOR WORK SPACE, RELAXATION SPACE, READING SPACE, EQUIPMENT STORAGE, ETC. FOR YOUR SCHOOL.

USE THE SPACE ON THE NEXT PAGE.

(Please turn the page.)

EXERCISE 15

USE THIS SPACE FOR LISTING PLASTIC VERBS AND THEIR
APPLICATION TO SOME SUBJECT THAT YOU WANT TO GENERATE
IDEAS FOR:

VERBS

applied to

SUBJECT



SELECT IDEAS

MAKE A SELECTION MATRIX

(45-60 min)

A SYSTEMATIC METHOD FOR SELECTING IDEAS IS TO COMPARE YOUR GOALS WITH THE ALTERNATIVE IDEAS FOR ACHIEVING THEM.

THE MATRIX IS USEFUL HERE. LIST YOUR GOALS OR OBJECTIVES DOWN THE LEFT SIDE, AND YOUR IDEAS ACROSS THE TOP.

TO SCORE, SIMPLY WRITE YES IN THE CELL WHERE THE IDEA MEETS THE CRITERIA OF THE OBJECTIVE AND WRITE NO WHERE IT DOES NOT. IF MORE STUDY OR CLARIFICATION IS NEEDED, WRITE MAYBE OR A QUESTION MARK.

For example, a portion of a selection matrix prepared for a summer camp might look like this:

	<u>IDEAS</u>	
	<u>COMMUNAL FARMING TECHNIQUES</u>	<u>SOLAR ENERGY USE</u>
<u>GOALS</u>		
TO TEACH COOPERATIVE PLANNING SKILLS.	YES	MAYBE
TO BUILD STRONG LEADERSHIP & SUPERVISION SKILLS.	NO	MAYBE

EXERCISE 16



SELECT IDEAS

RUN AN IDEAS PLAY-OFF

(30-40 min)

PIT YOUR IDEAS AGAINST ONE ANOTHER IN ORDER TO DETERMINE THE BEST OR MOST IMPORTANT AMONG THEM. PIT ONE AGAINST ONE BY TAKING A VOTE ON THEIR MAIN FEATURES. THE WINNER OF THE PAIR IS THEN PITTED AGAINST THE NEXT CONTENDER IN THE SAME WAY UNTIL EVENTUALLY ONE EMERGES AS THE STRONGEST.

THIS SURVIVING IDEA IS THE ONE YOU PREFER OVER ALL OF THE OTHERS. IT IS THE ONE THAT YOU WOULD BE UNWILLING TO GIVE UP.

A SECOND ROUND CAN BE PLAYED IN WHICH TWO IDEAS ARE PITTED AGAINST ONE IDEA. RUN THESE PLAY-OFFS UNTIL EVERY PAIR HAS COMPETED WITH EVERY SINGLE IDEA. THE PURPOSE OF THIS ROUND IS TO DETERMINE IF THE ESSENTIAL INGREDIENT IS REALLY A COMBINATION OF GOOD IDEAS RATHER THAN SIMPLY ONE IDEA.

EXERCISE 17

DRAW YOUR ORGANIZATION

(15-25 min)

VISUALIZE YOUR WHOLE NEW SCHOOL: SEE THE TECHNICAL (INSTRUCTIONAL) FUNCTIONS AND THE ORGANIZATIONAL ASPECTS THAT MAINTAIN OPERATIONS. ORGANIZATIONAL ASPECTS ARE THE CONNECTORS BECAUSE THEY PROVIDE:

- Communication and feedback channels that keep things working and flexible
- Mechanisms for decision making, problem solving, and conflict resolution so that the organization can function and continually renew itself

ORGANIZATIONS CAN BE LIKENED TO THE HUMAN ORGANISM:

- Both have internal and external environments that are critical to their survival.
- Both attempt to control and monitor those environments for the sake of comfort and survival.
- Both encompass a variety of roles and functions and tend to be purposive in some way.

KEEPING THESE IDEAS IN MIND, DRAW A PICTURE OF YOUR ORGANIZATION (THE NEW SCHOOL). USE LINES, SQUIGGLES, COLORS, WHATEVER YOU WISH. DO NOT DRAW AN ORGANIZATIONAL CHART, NECESSARILY.

YOUR PICTURE SHOULD ANSWER THESE QUESTIONS:

- A. What are the roles and groups?
- B. How do they interrelate?
- C. How is it all managed?
- D. How does it self-renew?
- E. How does it fit into its environment?

USE THE SPACE ON THE NEXT PAGE FOR YOUR DRAWING.

WHEN YOU HAVE FINISHED, SHARE AND COMPARE YOUR DRAWING WITH OTHERS. DISCUSS SOME OF THE UNDERLYING ASSUMPTIONS EXPRESSED BY THE DRAWINGS.

LOOKING AT YOUR OWN PICTURE AGAIN, WHAT DID YOU LEAVE OUT THAT OTHERS INCLUDED? WHAT DID YOU LEARN FROM THEIR APPROACHES TO THE DRAWING TASK?

(Please turn the page.)

EXERCISE 18

SPACE FOR ORGANIZATION DRAWING:

BUILD MORPHOLOGICAL CONNECTIONS

(20 min each)

YOU CAN USE YOUR CHECKLIST OF ORGANIZATIONAL DIMENSIONS AS A STARTER FOR INVENTING ALTERNATIVE DESIGNS FOR YOUR SCHOOL. HERE ARE THE RULES FOR BUILDING MORPHOLOGICAL CONNECTIONS:

1. List a few of your organizational dimensions across the top of a sheet of paper. Use only some of the items since to do them all would require an enormous amount of time.
2. Below each dimension, list as many alternatives as you can (e.g., if the dimension is "reward system," you would list "promotion," "tokens," etc.).
3. When you have a list of alternatives under each dimension, randomly select one alternative from each category. Circle each selection.
4. Assemble the choices into a newly invented design. Write a descriptive statement about it.
5. Make this run several times to get different combinations of alternative dimensions.

For example, if you were designing a summer camp, you might list and combine such items as:

LEADERSHIP
STYLE

DECISION
MAKING

DIVISION
OF LABOR

REWARD
SYSTEM

Veto

Centralized

Fixed

Promotion

Seek advice

Shared

Variable

Tokens

Persuasion

Delegated

Rotating

Incentive
pay

Authoritarian

Hierarchical

Job Expansion

DESIGN: A shared decision-making model in which the camp leader is an advice seeker, jobs grow in accordance with workers' skills, and tokens buy special privileges.

(Please turn the page.)

EXERCISE 19

MAKE YOUR OWN DIMENSIONS LISTS AND TRY SEVERAL RUNS
THROUGH TO SEE WHAT YOU COME UP WITH. PICK DIMENSIONS
WHICH ARE MOST INTERESTING OR IMPORTANT TO YOU. USE
THE SPACE BELOW:

MAKE A FUTURE WHEEL

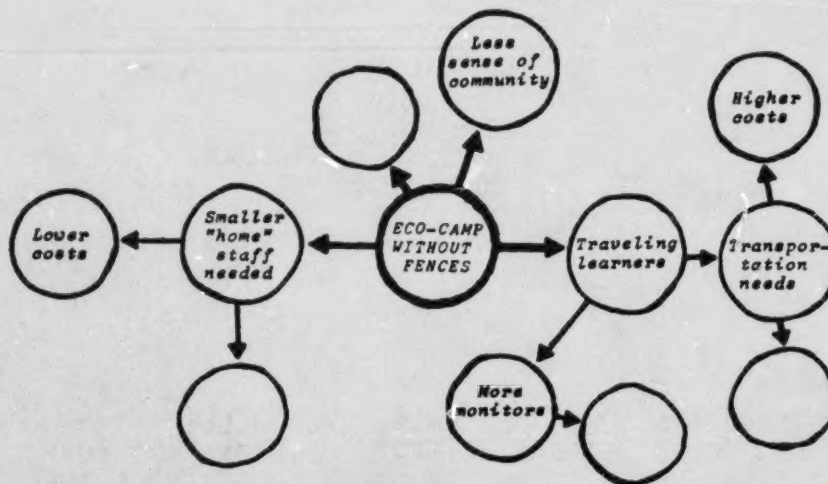
(20-30 min)

A GOOD METHOD FOR LOOKING AT FIRST AND SECOND ORDER IMPACTS OF DECISIONS, OR FOR DECIDING WHAT KIND OF NEEDS A DESIGN FEATURE MIGHT GENERATE IN THE REST OF THE DESIGN, IS THE FUTURE WHEEL. THIS METHOD HAS BEEN USED BY ELEMENTARY SCHOOL STUDENTS AS WELL AS CORPORATE PLANNERS.

FOLLOW THESE RULES:

1. Draw a large circle in the middle of the page and write in the design feature that you want to explore.
2. Imagine (brainstorm) the consequences of this design feature. "If we did this, then we'd have to..." Write these consequences in smaller circles leading off from the central circle.
3. Note that most of these consequences will lead to consequences of their own. Draw and fill in more circles.
4. Continue until you run out of ideas. Then try a new design feature.

For example, if you did a Future Wheel for a summer camp, you might select a design feature like "ECO-CAMP without fences," which would permit campers (learners) to travel to various local farms and agencies for instruction and direct experiences. Some consequences:



(Please turn the page.)

EXERCISE 20

USE THIS SPACE TO DO YOUR FUTURE WHEEL:

WHEN YOU HAVE FINISHED, SWITCH FUTURE WHEELS WITH
ANOTHER PERSON TO GET EACH OTHER'S OPINIONS AND SUG-
GESTIONS. INCORPORATE THE NEW IDEAS INTO YOUR FUTURE
WHEEL IF YOU LIKE THEM.

DO

MAKE A STAKEHOLDER MATRIX

(1½-2 hrs)

MAKE A STAKEHOLDER MATRIX BY LISTING STAKEHOLDERS BY ROLE DOWN THE LEFT SIDE AND THE MAIN ELEMENTS OF YOUR DESIGN ACROSS THE TOP.

FILL THE CELLS WITH YOUR PERCEPTIONS OF STAKEHOLDERS' CONCERNS ABOUT THE DESIGN ELEMENTS.

BRAINSTORM AS MANY CONCERNS OR REACTIONS TO THE DESIGN ELEMENTS AS POSSIBLE. OR, INSTEAD OF (EVEN IN ADDITION TO) BRAINSTORMING, YOU MIGHT TRY ROLE PLAYING VARIOUS STAKEHOLDERS EXPRESSING THEIR CONCERNS WITH THE DESIGN. SWITCH ROLES FREQUENTLY SO THAT EVERYONE HAS A CHANCE TO RESPOND. USE THE MATRIX AS A STARTING POINT.

NOTE: The purpose of these role plays is to anticipate not only the weak spots of various design elements but also the barriers that your group might encounter in seeking support for the school design from the surrounding environment. Anticipating these difficulties will enable you to prepare possible solutions to them.

Here is a sample Stakeholder Matrix:

	CONSENSUS DECISIONS	PEER TEACHING	COMMUNITY ADVISORS
STUDENTS	<i>It's about time.</i>	<i>What do <u>I</u> teach?</i>	
TEACHERS	<i>Ha! I'll bet.</i>	<i>What do <u>I</u> do?</i>	<i>They'll interfere.</i>
PARENTS	<i>When do kids learn?</i>		<i>I have ideas...</i>
ADMINIS.	<i>Too much time.</i>		<i>What do <u>they</u> know?</i>
BOARD		<i>Kids won't learn.</i>	

EXERCISE 21



PRE-EVALUATE DESIGN

JUDGE THEM

(1½-2 hrs)

SELECT THE MOST IMPORTANT ELEMENTS OF THE DESIGN(S) YOU ARE CONSIDERING, JUDGE THEM AGAINST SUCH CRITERIA AS THESE (PLUS OTHERS YOU THINK ARE IMPORTANT):

- Costs
- Acceptability to participants, environment
- Workability
- Resources availability
- Value for participants, environment, society
- Reliability over time

USE A PASS-FAIL RATING ON THE CRITERIA, YOU CAN ALSO RATE THE MOST IMPORTANT ELEMENTS ON A 1-10 SCALE FOR EACH CRITERION.

WORK INDIVIDUALLY ON THE RATINGS, THEN COMPARE WITH OTHERS', MAKE A CHART SIMILAR TO THE ONE BELOW FOR EACH DESIGN BEING CONSIDERED.

CIRCLE THE TOTAL SCORES OF THOSE DESIGN ELEMENTS RECEIVING THE HIGHEST SCORES AND THE LOWEST DIFFERENTIATION BETWEEN YOUR SCORE AND THE GROUP AVERAGE, THEY REPRESENT THE ELEMENTS THAT YOU AND YOUR GROUP AGREE ARE MOST DESIRABLE.

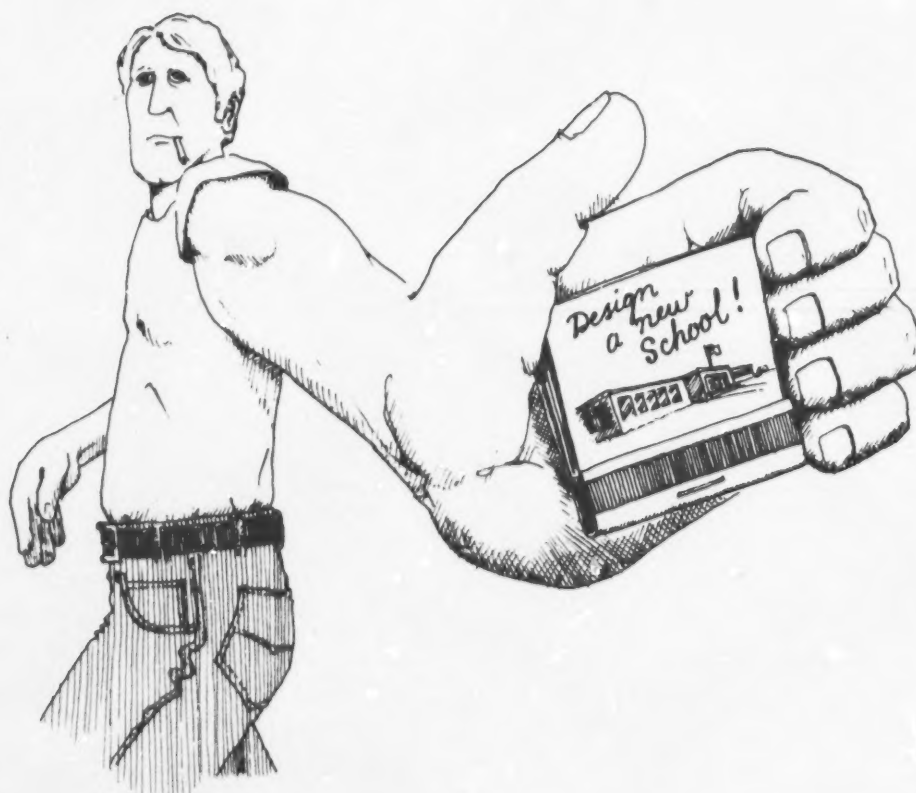
SAMPLE JUDGING CHART

		ARE MOST DESIRABLE?				
		<u>SAMPLE JUDGING CHART</u>				
DESIGN ELEMENT	SCORES	Acceptability		Workability		TOTAL
		Value				
Consensus decision making	Mine:	6.5	5.0	9.5	21.0	
	Group Avg:	5.0	4.0	7.5	16.5	
Peer teaching	Mine:	6.0	6.5	8.5	21.0	
	Group Avg:	7.5	6.5	9.0	23.0	
Community ad- visory cabinet	Mine:	8.5	7.5	9.5	25.5	
	Group Avg:	4.0	3.0	4.5	11.5	

EXERCISE 22

Module 3

School Design





WHAT ARE BARRIERS TO GOOD DESIGNING?
WHAT ARE THE BASICS OF SCHOOL DESIGN?
WHAT ARE REALITY TESTS OF SCHOOL DESIGNS?

How you undertake your task of designing your school setting is necessarily dependent upon who is involved and what are the local considerations.

But it is a task that is often, and unwisely, underestimated in value and importance for the resulting school. The time you spend in considering the merits of various design options will be well worth it.

The following pages will acquaint you with some particular areas of school design.

► DESIGNING A WHOLE SETTING

Your design task is complex: You will be designing a whole system, not just a piece of one. You will need internal and external connections, some expert knowledge, and substantial resources to get it under way. In addition to being whole, your school will be a creation -- a new and different school which will be the best that you can envision.

Peter A. Clark (1972) discusses this issue as the "shifting of emphasis away from the breakdown of components for analysis, which is typical of the 'management science' approach, to a 'wholeness' of thinking. The aims of design are creative rather than analytical" (p. 21). He continues: "In the designing of organizations [one] must view the technical and organizational aspects within the perspective of a single system and seek to optimize both" (p. 22).*

Most school people can do instructional planning (the technical aspect) effectively, but when it comes to looking

* Clark, Peter A. Organizational Design. London: Tavistock Publications, Ltd., 1972.

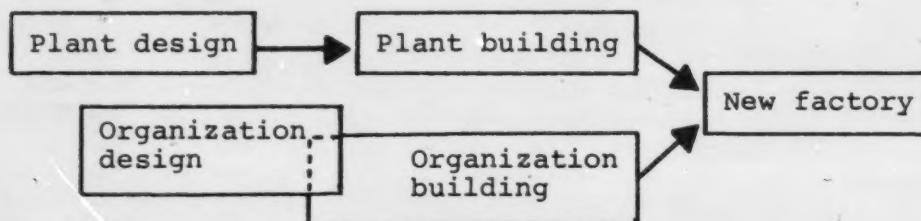
at the whole school, they often draw a blank. The organizational aspects of design are something to ignore or take for granted, a mystery, or an annoying task that they hope will disappear once the school gets under way.

In his description of designing a manufacturing plant, R. E. Walton (1975) notes the necessity of viewing the effects of one design feature on the organization's other parts:

...If one aspect such as the division-of-labor were to be radically redesigned, it was necessary to redesign other subsystems of the organization, including those dealing with rewards, information, authority, status symbols, personal development, interpersonal relations, and governance of the plant community....These subsystems should act in harmony to create and reinforce a particular method of operating and a particular organizational culture.*

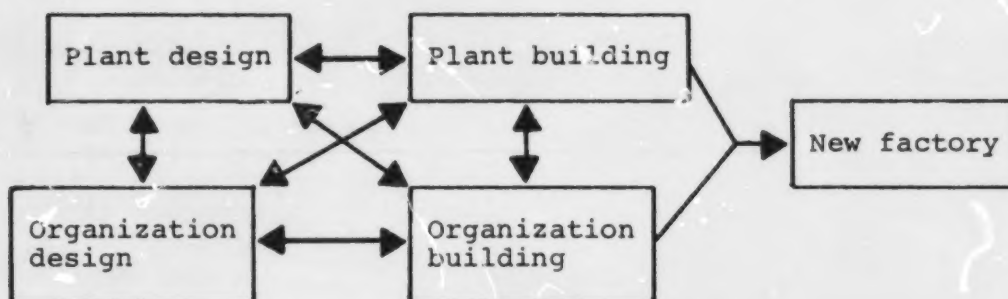
Your new-school design efforts also must take these effects into consideration. You will have to think of as many connections that have to be made as possible before you plug in the system. If you were designing a ski lift, you would not only design the lift concept and apparatus, but you'd design a "getting on and off" system as well.

In his discussion of building a new factory, Clark (page 25) indicates the typical and suggested approaches:



TYPICAL APPROACH

* Walton, R. E. "Using Social Psychology to Create a New Plant Culture." In M. Deutsch and H. A. Hornstein (Eds.), Applying Social Psychology: Implications for Research, Practice and Training. Hillsdale, NJ: Lawrence Erlbaum Associates, 1975.



SUGGESTED APPROACH*

This model permits the linkage of program design and social design, thus facilitating the integration of the two and taking into account the problems of accommodation between them. Such anticipation of problems leads to their solution.

It is important that you anticipate and resolve the major connection difficulties between the technology (instructional program) and the social organization of your school as early as possible.

Seymour Sarason (1972) used the Constitutional Convention of 1787 to illustrate this idea of anticipating problems and consequences by comparing the Constitution framers to a "successful" scientist planning a study:

[They engaged in] figuring out ahead of time the possible consequences of using or not using a particular variable or procedure, of the effect of one variable on another, and of the adequacy of controls against human and mechanical defects and failures (p. 18).**

This is hard work, as Sarason points out, because it gives the planner a view of the long and difficult road ahead. What characterized the Constitutional Convention was not just the framers' motivation but their "knowledge that anticipating problems and consequences was acceding to necessity and not indulging a luxury" (p. 18).

* Adapted from Clark, 1975.

**Sarason, Seymour B. The Creation of Settings and the Future Societies. San Francisco: Jossey-Bass Publishers, 1972.

► CREATING A NEW SETTING

To a large extent, invention is your primary task. You are not tinkering, tidying, toying, or tuning. You are creating something new. You have a wide variety of alternatives from which to choose; there is not just one right answer or choice.*

Consider as many possibilities as you and your group are able to generate. By doing so you will heighten the chance of combining them, accommodating to them, compromising on them, changing and adapting them. Try to stay as open to all of them for as long as you can. The temptation is to close up fast, make a decision, get on with it. For example:

The Lincoln Acres planners very quickly decided not to have team leaders, taking for granted that that would create a hierarchy. But when the school came under attack from the community, they floundered. The principal was unable to report what was happening in the open pods because there was no clear communication mechanism such as that a team leader might have provided. The staff became increasingly distant from one another. People complained about not knowing what was going on.

The lesson to be learned from the Lincoln Acres planners is: Slow down, think about consequences of decisions, don't close up too fast. While closing up fast narrows the field and reduces the number of complexities, it can cause later problems or at the very least, block access to exciting, workable solutions to your school design problem. There's a world of alternatives. Travel a little before you settle down.

Designing social systems is a task with inventive and logical/rational components. In his small volume on the design of design, G. L. Glegg (1969) offers many do's and don't's for designing solutions to engineering problems. Perhaps some of them will be helpful to you and your group:

* See Sarason's discussion of the "universe of alternatives" on pages 18-19.

- Watch for disguised assumptions in your conclusions about the design problem
- Beware of intrinsic impossibilities
- Do not be conditioned by tradition, the familiar solution
- Divide the problem into segments, then integrate your various solutions
- Don't despise the "untutored" inspiration (from the non-expert)
- Avoid over-designing
- Assume that failures will occur
- Design the cheapest solution (time, money, energy) that will work*

Creating new settings is an extremely absorbing and meaningful experience full of hard work, ideals, and deep thinking. Breaking free from assumptions and traditional methods is difficult (perhaps impossible), risky, and absolutely necessary for inventors of new social settings.

► DESIGN: SPECIFIC OR GENERAL?

Whether your design is highly specific or a rough, broadly stroked one depends largely on your general approach to the task of planning. Design specificity tends to be linked to an underlying belief in rationality as a feature of planning and to a commitment to thoroughness and completeness.

One planning group had a strong vision of their new school and a weak confidence in the operating staff. Their approach was to design curriculum and materials as specifically as possible in an attempt to render the design "teacher-proof." They intended to hand the teachers a complete program to implement as is.

The problem with such a highly specific approach, of course, is that the school staff gets tied in knots: There is no room for maneuvering or adapting to environmental forces

* Glegg, G. L. The Design of Design. Cambridge, England: Cambridge University Press, 1969.

that may not have existed or been taken into account at the design stage. Furthermore, by designing a setting in which people cannot experience growth, differentiation, and diversity, the designer plants the seeds of frustration and boredom.

A more moderate approach would be to view the school design as did this planner:

When you are actually starting new schools, that is where the real planning begins. What you have before-hand is just the basis. It is like the itinerary on a trip, like a musical score, in the sense of a statement of intent as to how you think things will go.

This design strategy permits staff flexibility, but its open-endedness may also create confusion and misunderstanding later on if the intent is not clearly stated.

The Arts Coop planners designed the structure, governance, and program for their school but left to the principal such decisions as curriculum planning, staffing, and the actual operations. Their design was not a set of working drawings but rather, a rough sketch, and the linkage between their design efforts and the principal's implementation was a loose one. The planners focused much of their energy on the political tasks of building internal agreement and getting environmental endorsement for the school. The researcher noted:

What is gained is internal support and consensus from the elements represented on the committee. What may be lost are the design structures that will guarantee that the vision will happen. Their rough sketch model may be necessitated in part by this need to have stakeholder agreement and ownership. The risk of more detail is that conflict and division may emerge to weaken or threaten the cooperation. This trade-off may have significant implications both for the carry-over to implementation and for the development of a truly supportive constituency.

While it is not recommended that you fine tune your design down to the toothpicks at each table in the lunchroom, neither should a fuzzy blueprint be handed to the staff in lieu of a clear map for the school's program and social organization aspects.



WHAT ARE BARRIERS TO GOOD DESIGNING?

As you and your group approach the task of designing your school, it will be helpful to look at yourselves as planners in operation so that you can sidestep some of the common quagmires that planning groups seem to get stuck in. It is not a simple matter of choosing to avoid these difficulties. They exist in the environment from which any new school stems, as well as in your own implicit (and sometimes limiting) ways of functioning that have served you well in other tasks.

View the following issues as behaviors that you will try to avoid as you and your group work together.

● LOW INTERDEPENDENCE

If most members of your group are school people, you may already be aware of a lack of experience with, and perhaps even some resistance toward, collaborative work. Unless there has been background in, say, team teaching, school people's work styles tend to be somewhat autonomous, to have minimal supervision, to emphasize one-to-one staff contacts, and to show a functional looseness. This kind of independence makes group sharing and decision making somewhat foreign, perhaps a bit frightening. But, remember that it also can be exciting and energy giving.



WORK AT ACHIEVING SOME INTERNAL INTERDEPENDENCE. RELAX AND ENJOY EACH OTHER'S IDEAS.

● TECHNICAL PRIORITIES

Oftentimes due to uncertainty and associated fears, designers underemphasize the social aspects of the new system they are creating and become preoccupied with the technical and more familiar parts, such as instructional planning, staffing patterns, or use of space.

Another type of temptation is the school building's architectural design. Buildings, particularly when new, serve as enormous distractors from the other tasks of planning a new school. This was evidenced by

one planning group which spent about eight months designing its new facility and planning uses of its open space, and then gave the equivalent of one day to designing the social aspects of its system! This group's social design amounted to some casual statements that turned into "decisions" that were assumed because no one questioned them.

The importance of technical aspects is not denied here. Since it is so well treated by many educators, this Module focuses on the social aspects and refers you to the Resources section at the end of the Guide for some good references on technical topics.



TREAT BOTH THE SOCIAL AND THE TECHNICAL ASPECTS OF YOUR SCHOOL WITH YOUR FULL ATTENTION,

- UNAWARENESS OF NEEDED SKILLS

One of the factors in the development of new schools that look and act just like the old schools is that their designers don't realize that they lack some important information or skills that can affect their design work. Education's notorious slowness in disseminating and using new knowledge, when combined with the lack of experience with collaborative work (as discussed above), causes teachers and administrators to minimize others' expertise. It is essentially unavailable to them. They want to get on with the task themselves.

But relying upon traditional ways that are comfortable and familiar may not yield the best solutions to the problem. There's more to planning and implementing new schools than you might think. This guide aims to help, but so can others (people, materials) outside your group.



STAY OPEN TO THE IDEA THAT YOU CAN LEARN A LOT, AND BUILD IN WAYS TO DO IT,

- RESISTANCE TO HELP

In addition to their possible unawareness of needed skills and/or a heavy focus on technical planning, some groups actively or passively reject expertise in whatever form it is available. For example:

One group did a considerable amount of knowledge-seeking (members attended workshops, invited experts to meetings, visited other schools), but they then resisted using that knowledge, partly because they defined themselves as experts.

Another group, reacting to a feeling of vulnerability to hostile influence, rejected use of a consultant because she had "taken the side of the teachers" in a neighboring district.

In contrast, a third planning group engaged in a lot of knowledge-seeking and using. When asked why they did so, they explained:

While all committee members have their own area of expertise, no one presents himself or herself as having all the data necessary to develop a program or present a complete vision of what is needed. We have a job to do and a commitment, so we seek and accept as much information as we can.



SEEK AND USE EXPERT KNOWLEDGE THAT
ADVANCES THE GROUP'S WORK.

A NOTE ON THE USE OF CONSULTANTS: There are different kinds of consulting services -- some consultants are more concerned with the development of people or processes; others are more content-oriented. It's also important to recognize that there are different working styles, some of which might be more suited to a particular group at one time or another. Planning groups can use different consulting styles for different pieces of their action.

The use of consultants is discussed in detail in GUIDE 1: SETTING THE STAGE FOR PLANNING.



WHAT ARE THE BASICS OF SCHOOL DESIGN?

Your organizational design should address at least the key elements listed below, as well as any others that you believe to be necessary. Think of the list as a school design "starter set." There are nine elements.

1. GOALS

- What will the new school aim to accomplish for the students who come to it?
- What other goals will there be (services to the community, testing or demonstrating innovations, developing staff capabilities)?
- How will goals get clarified and owned by people?

2. GOVERNANCE

- What "constitution" will your new school use in governing itself?
- What rules will people follow?
- How will decisions be made and by whom?
- How will power be distributed and kept in balance?
- What safeguards will protect the original vision and values that gave birth to the school?
- What provisions will exist for resolving the inevitable conflicts?
- Will there be an ombudsman role?
- Will there be a grievance mechanism? How will it work?
- How will binding decisions be made and by whom?

3. STRUCTURE

- What groups, and what roles, will be in the school?
- How will they relate to each other, communicate with each other, influence each other?
- What work responsibilities will they have?
- What regular types of meetings will there be for various roles and groups?

4. CLIMATE

- How will your school "feel" (warm, supportive, fair, creative, task-oriented, informal, humane, intellectual, pragmatic, flexible, trustful, experimental, hard-working, etc.)?
- What assurances will you build in to any of the other pieces of this "starter set" (structures, governance, problem solving, etc.) that the sort of climate you want will actually emerge?
- How will the formal and informal reward system work to support the kind of climate you want?

5. ORGANIZATION ASSESSMENT

- What internal and external feedback mechanisms will provide data for self-correction? Example:

Internal -- team meetings, faculty questionnaires

External -- community meetings, an "external critic" (a knowledgeable outsider whose function is to point to the differences between words and actions, and to locate sources of actual and potential problems)

- How will feedback be used to achieve self-correction?

6. PROBLEM SOLVING

- What problem-solving mechanisms will there be?
- Will there be whole-school meetings? Staff meetings? Team meetings? A roving troubleshooter role?
- Who will assume responsibility for solving problems?
- What provisions for change and self-renewal will be built in?

7. SUPPORT SYSTEM

- What technical and emotional supports will there be?
- What opportunities for new learning will be built in?
- What opportunities for practicing new learning will exist?
- Will there be time periods for staff meetings, workshops, inservice training, weekend retreats to deal with the substance of the innovation?
- Will there be provision for staff members to help one another?
- What is the principal's role in the support system?
- Who will coordinate the support system?

8. EDU-TECH SYSTEM

- What will be the curriculum emphasis?
- What innovations will be in operation?
- What will be the organization for instruction?
- How will the needs of a diverse student population be met?
- How will the instructional program fit with the physical space?
- What resources will be available for use?
- What methods of evaluation (of program, of staff, of students) will be in use?

9. ENVIRONMENTAL LINKS AND BUFFERS

- What mechanisms will you use to connect the school to its environment -- the district, parents, the local community, professional associations, intermediate educational units, other interested educators, experts, and consultants?
- How will information flow between the school and these various parts of the environment -- both out and in? How much influence will they have on the school?
- What buffering devices will be needed to protect the school from too much contact, information, or influence from the outside?

If your school design will call for new role behaviors, innovative approaches, and new types of activity, remember that you will have to include organizational supports that help the staff to explore the newness and grow more comfortable in practicing it.

Feedback-seeking mechanisms are absolutely essential if people are ever to acquire the help and support they need to carry out their new work. Without such help, staff people may turn back to their traditional and familiar practices in an effort to attain stability. They need to know what new skills and knowledge are required, and they must be provided with ways of acquiring them. Their own enthusiasm and commitment to the new-school setting are not enough; they must have also the information, practice opportunities, and personal support to make the design happen.

Assume, then, that your school will not operate in a trouble-free way. Set yourself now to the task of creating methods for the staff to meet difficulties head-on, to work on them, and to resolve them.

Exercise

Beginning on the next page is "DESIGN YOUR SCHOOL," in which you and your group will work together to do that. You will refer to other sections of the guide for review and then sketch one or more school designs.

Remember that all of you are probably very committed to designing your new school, and you all have your own ideas about how to do it and what you want to produce. Expect conflict as you work on designing the future. Healthy conflict will help everyone to sharpen, clarify, and re-think ideas.

Be clear in advance about how you will make decisions and resolve conflicts if they get severe. See GUIDE 1: SETTING THE STAGE FOR PLANNING for detailed discussions of decision making and resolving conflicts.

Set up a conflict resolution mechanism for your group, e.g., majority/minority reports, leader decides, arbitration by an agreed-on person, and so forth. One group, for example, used an external critic*:

During the planning for Arts Coop, an outside consultant attended the group's meetings and asked the planners to think about the resistance they would meet in their communities, to surface that anticipated resistance, and to come up with mechanisms for handling it. The result was that the resistance which planning members themselves had been voicing turned into a discussion of the resistance they would meet in their towns. Their own resistance became advocacy, and the group began to unite internally to handle environmental forces.

Turn now to "DESIGN YOUR SCHOOL." Read the steps and skim the Design Checklist before starting to work. You will need a facilitator to keep track of time and to move everyone from task to task. You will also need plenty of newsprint.

* See Sarason's discussion of the external critic in The Creation of Settings and the Future Societies, pages 248-253.

A final word on doing "DESIGN YOUR SCHOOL": This set of exercises will take a good bit of time, if done seriously. You and your group might want to consider a weekend retreat or perhaps a series of workshops so that you can unspring yourselves from your other daily tasks long enough to relax and creatively address your design task. If a weekend retreat is impossible, try to arrange for blocks of time in which to do the exercises. Otherwise, you may frustrate yourselves by having to stop in the middle of some productive sessions in order to attend to other concerns.



DESIGN YOUR SCHOOL

(time varies)

READ THE INSTRUCTIONS BELOW AND SKIM THE DESIGN CHECKLIST ON THE NEXT PAGE BEFORE BEGINNING TO WORK. APPOINT A FACILITATOR TO KEEP TRACK OF TIME.

1. REVIEW EARLIER SECTIONS OF GUIDE (30-45 min)

Skim all of Module 2 on Social System Design. Pay particular attention to the process outline for Designing Learning Environments on pages 72-76. Note that Steps 2 and 3 refer you to exercises in Module 1 on Clarifying Goals. Make sure that your group is in agreement on goals for the new school before you go any further.

Familiarize yourself with the design aids on pages 83-102. The ECO-CAMP examples will be of help to you since they parallel school design issues. No doubt these exercises spurred you to think of other techniques that could be useful. Mark those exercises that you found to be particularly helpful and add your own ideas.

2. MAKE A WORK PLAN (25-35 min)

In designing your school, you will work together often since your end product is to be one agreed-upon design. Generating as many alternatives as possible will give the group a large pool of ideas. This can be accomplished by doing all brainstorming activities together. Then the group could turn to one of several working models:

- Continue working together in the large group and produce one final design
- Split members into task forces to handle different tasks (one on roles, one on structure, etc.) and to create alternative designs for the whole group to select from
- Divide into several small groups, each to develop its own overall design and to present it to the whole group
- Work individually on some activities and with a partner on others so that the two of you create an overall design and present it to the whole group

(Please turn the page.)

EXERCISE 23

Your tasks right now are to:

- Decide which working model or combination of models your group will use
- Make a work plan for designing your school. Include tasks, favored design aids, and estimated time needed to carry out the plan. See Steps 4, 5, and 6 on pages 74-75 and the related design aids on pages 85-100.
- Put your work plan on newsprint so that you all can follow it easily.

3. DESIGN YOUR SCHOOL (time varies)

Following your work plan, develop one or more designs for your new school. This includes Steps 4, 5, and 6 on pages 74-75. This activity no doubt will require more than one session, to allow enough time for the actual design work and for letting your ideas "sit" with you awhile. Don't rush it. Give yourself the opportunity to do your best and most creative work.

On the next page is a Design Checklist for completing your design tasks.

4. PRE-EVALUATE YOUR SCHOOL DESIGN(S) (time varies)

See Step 7 on page 75 and the design aids on pages 101 and 102. The time on this task depends upon how many designs you pre-evaluate, how many exercises you use, and which ones (you may have your own to add here as well).

5. SELECT THE BEST DESIGN (time varies)

This task is based on the results of your pre-evaluation in task 4. If you pre-evaluated just one design, or if there are ways to combine aspects of several designs, this task might be used for modification of your design.

Write the major elements of this best design below:

DESIGN CHECKLIST

GOALS	We have agreed on a list of school goals.	_____
	We have ranked our school goals.	_____
GOVERNANCE	We have framed a constitution for our school.	_____
	We have settled upon a decision-making method.	_____
	We have decided upon a conflict resolution method.	_____
STRUCTURE	We have agreed on the groups and roles.	_____
	We have a list of needed staff skills.	_____
	We have agreed on how they will work together.	_____
	We have agreed on types of regular meetings.	_____
CLIMATE	We have agreed on the type of school climate.	_____
	We have designed a suitable reward system.	_____
ORGANIZATION ASSESSMENT	We have designed an internal feedback system.	_____
	We have designed an external feedback system.	_____
	We have agreed on how feedback will be used.	_____
PROBLEM SOLVING	We have selected a problem-solving mechanism.	_____
	We have built in provision for self-renewal.	_____
SUPPORT SYSTEM	We have included methods for new learning.	_____
	We have built in time for training, development.	_____
	We have provided for staff sharing and helping.	_____
EDU-TECH SYSTEM	We have selected a curriculum emphasis.	_____
	We have agreed on organization for instruction.	_____
	We have fit the instructional program with space.	_____
	We have established methods of evaluation.	_____
ENVIRONMENTAL LINKS AND BUFFERS	We have designed an information flow system.	_____
	We have agreed on several buffering devices.	_____



WHAT ARE REALITY TESTS OF SCHOOL DESIGNS?

The group has spent a good deal of time and energy in formulating ideas, designing, and selecting. The group has taken a position on what a good school can be and produced a design. Some data to buttress that position would be both gratifying and helpful before setting out on the rest of your journey that ends with a fully operational new school. Reality testing will help you.

Reality testing is similar to the reality checking of goals discussed on pages 59-62. The difference with reality testing is that it has higher stakes. You have logged many more hours and you're more committed to the product representing your combined energies. Does anyone want to go back to the drawing board?

You want to find out how your new school design will fare in the outside environment. But more than that, as planners you want reassurance that your vision CAN happen. It would be devastating to waken to the reality of a full-scale community attack on your plans, as did one planning group that hadn't paid much attention to its environment until after implementation when the siege began.

There are several ways that you can reality test your school design before actually implementing it.

- One way is an internal check of how congruent your goals and intended outcomes really are. That is, how close is the relationship between what you started out to do and what your design turned out to be?

There should be coherence among your underlying educational values, your goals for the school, and your vision of the school as represented by your design. These three products should fit well with one another to form a coherent whole. There should not be any internal contradictions, no intrinsic impossibilities. The design follows from the goals/values/vision of the earlier planning and includes a relevant plan for peopling the design with staff and students.

In analyzing the goal-outcome congruence of one new-school planning effort, we can look at the following example:

Ellis Brown, the principal of Lincoln Acres, had been strongly committed from the time of his hiring to adaptiveness ("openness to needs and opportunities") and individualization ("not to follow any general prescription of what kids need -- idiosyncratic needs have to be identified"). He intended to make maximum use of the school's open space, to have teaching teams, and multi-age grouping to accomplish these goals.

Brown also wanted the school to "become a lighthouse school. People in the district can borrow ideas."

As planning proceeded, some of the social design decisions were congruent with these hopes, and some were not. For example, Brown and his resource teacher developed a system for recordkeeping of individual students' progress in basic skills which would enable closely-tailored individualization to occur.

On the other hand, Brown decided to accept teachers volunteering from the district who had no experience in team teaching, though that had been initially an important selection criterion in his mind.

A clear social design decision was that there would be no team leaders. Made in the spirit of egalitarianism (and possibly as a way to heighten team responsibility and ownership), this decision turned out to make it much more difficult for the faculty to be adaptive, as Brown had hoped. Since there was no easy coordinating mechanism (as would have been the case for a cabinet of team leaders meeting with Brown), problems went longer undetected, communication across teams was limited, and many decisions, instead of being shared by the faculty, drifted to or were preempted by Brown.

Community pressure led to another social design decision that was inconsistent with the original goals: To reduce the multi-age grouping span from three grade levels to two, and to add partitions separating the groups.

No explicit mechanism or structure was designed to support the "lighthouse" goal. It is not clear whether the goal simply receded or whether the planning group believed that borrowing by other district educators would happen naturally.

Some incongruence can be avoided by zigzagging frequently back to goals and values to check for inconsistencies. When environmental constraints prove to be too strong, re-evaluation of the goals may be necessary.

The features of the design should be directly traceable to the earlier vision and goals that were aimed for at the start. The design gets that vision on paper and encourages drawing in the connectors that will make it work.

With this design, or "cognitive map" of the new school, it is easier to recognize at any point what contingency plans must be made, what still needs to be done, and how it'll look when implemented. This map guides future decisions. But, it must be capable of bending when necessary.

- Another reality test is to appoint a member of the group or a knowledgeable, friendly outsider to serve as liaison between the group and various parts of the environment. This task would involve running information back and forth for the purpose of acquainting stakeholders in the environment with the group's work and of building support and interest.

Comments, both positive and negative, would be relayed to the group for purposes of heightening morale, staying on target, and making needed revisions in the design work. The liaison(s) would need good connections with a number of influential community people, plus skill in establishing rapport readily.

- A third reality test of your school design is to seek direct technical assessment of it from stakeholders in the form of reactions, comments, suggested improvements, criticisms. The exercise described below is one way to get such assessments.

Exercise ---

"CONVINCE A MARTIAN" is an exercise designed to test your school design on people who are unfamiliar with it. It calls for the group to make a presentation of the design and to receive feedback on it.

You will need preparation time for the meeting. Also, this should be a group exercise.

The outcomes of the "CONVINCE A MARTIAN" meeting are:

- Information with which you can strengthen certain areas of your school design
- Satisfaction if you succeed in convincing the Martians
- One or more new supporters of your design, if you succeed in winning them over
- Planning group ownership of the school design, from having to defend it to Martians

CONVINCE A MARTIAN

(prep: 1 hr)
(meeting: 1½ hrs)

1. INVITE ONE OR MORE "MARTIANS" TO A MEETING OF YOUR PLANNING GROUP. A MARTIAN IS ANY PERSON OUTSIDE OF YOUR GROUP -- A PHOTOGRAPHER, SUPERINTENDENT, MILL WORKER, NURSE, GUIDANCE COUNSELOR, GROCERY STORE OWNER, UNIVERSITY PROFESSOR, HEAD OF CITIZEN'S GROUP FOR TAX REDUCTION, ETC. THEY ARE CONSIDERED TO BE MARTIANS BECAUSE THEY KNOW NOTHING ABOUT YOUR SCHOOL DESIGN.

- RULE: The Martian is not a "simpatico."

THE GROUP'S TASK IS TO CONVINCE THE MARTIANS OF THE ATTRACTIVENESS AND FEASIBILITY OF THE NEW SCHOOL DESIGN.

2. PREPARE FOR THE MARTIAN MEETING BY DOING THE FOLLOWING BEFOREHAND:

- A. Review the group's goals and the elements of the design that you selected.
- B. Review the pre-evaluation activities, in particular, "JUDGE THEM" on page 102, which will refresh your memory on the design's strong points.
- C. Plan your strategy for the meeting. Include enough information so that the Martians understand the design. Offer at least the following:
 - Goals and values that led to the design
 - Assumptions underlying the design
 - Elements of the design
 - Expected outcomes of operationalized design
- D. Prepare whatever you'll use in the presentation (charts, drawings, scripts, etc.)
- E. Determine group members' roles so that all bases are covered:
 - Who will make the presentation?
 - Who will respond to the Martians?
 - Who will back up the first response wave?

(Please turn the page.)

EXERCISE 24

F. Practice the presentation and prepare responses to potential doubts or criticisms.

G. Plan a way to record the Martians' objections and comments. After all, they may be right.

3. CONDUCT THE MARTIAN MEETING.

4. AFTERWARD, INCORPORATE THEIR IDEAS INTO YOUR DESIGN.



Epilogue Creating A New Setting



"Like a work of art the creation of a setting requires of a group that it formulate and confront the task of how to deal with and change reality in ways that foster a shared sense of knowing and changing and allows it to regard its development as a necessary antecedent to and concomitant of its efforts to serve or please others. Like the artist, its problems are never solved once and for all, they are ever present and varyingly recalcitrant, they discourage and distract, but it knows that this is the way it is and has to be and there is no good alternative to trying and learning. It treasures feeling and reverts reflection and calculation; it knows that there is always a tension between the two from which something new may emerge" (p. 283).*

- Clear goals are essential to achieving what you want for your new school.
- Ownership is as important for the planners as it becomes later for the implementers.
- Reality testing is smart, and necessary, for survival of the enterprise.
- Your school can be intelligently and thoughtfully designed; it need not just happen.
- All social settings involve regular redesigning as they unfold.

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- There are some key elements to think about when designing and redesigning your school, including:
 - Goals
 - Governance
 - Structure
 - Climate
 - Organization assessment
 - Problem solving
 - Support system
 - Edu-tech system
 - Environmental links and buffers
- There are a number of design aids to work with, including those for generating ideas, selecting ideas, developing designs, and pre-evaluating designs.
- Your design work can benefit from imports of special knowledge, both on paper (such as this guide) and in the form of consultants. The issue is getting the right match between your needs and the available expertise.

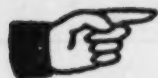
A few parting pointers to heed as you go about your design work are:



KNOW THE SOCIAL REALITIES THAT PROVIDE THE CONTEXT FOR YOUR NEW SCHOOL.



LET RESULTS INFORM YOUR ACTIONS.



SLOW DOWN AND CONSIDER DESIGN AND REDESIGN OPTIONS.



PROCEED CAREFULLY. LET THINGS TAKE ROOT. YOU'RE NOT LAYING DOWN ASTRO-TURF; YOU'RE PLANTING SEEDS.

These core ideas and pointers are easy to acknowledge, and to talk about. They are much harder to act on under the pressures of a complex school's launching period. There are many, many unknowns, and Sarason points out:

"Where new knowledge and understanding will take us is not predictable. It is hard to accept the fact that the more you know the more you need to know and that it is an endless process that does not end in a utopia. There will always be problems. This is the consequence of all new knowledge just as it should be part of the perceived reality of all those who create settings today and dream of future societies" (p. 284).*

Let us add that along with the perennial problems there are the hopes, joys, and ideals that enliven and encourage us. We hope these pages will serve you well in your journey.

* Sarason, The Creation of Settings and the Future Societies.



Resources



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